GREGG SHORTHAND

ANNIVERSARY EDITION

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GREGG SHORTHAND

A LIGHT-LINE PHONOGRAPHY *for the* MILLION

By

JOHN ROBERT GREGG, S.C.D.

Anniversary Edition

THE GREGG PUBLISHING COMPANY
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GREGG SHORTHAND, ANNIVERSARY EDITION

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Shorthand Plates Written by
WINIFRED KENNA RICHMOND

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PREFACE

Anyone who examines the Shorthand textbooks of the last three centuries will be impressed with the fact that they have reflected the uses to which shorthand was put at the time the books were written.

The pedagogy of shorthand has changed as radically as the content of the textbooks. Up to the time Gregg Shorthand was introduced, the conventional pedagogy was to teach the theory of a system as a whole before attempting to apply the theory in the actual writing of connected matter. While the system would undoubtedly have made its way into public favor by its own inherent strength, we believe that its success and progress throughout the world have been hastened enormously by the teachability of its textbooks.

In keeping with the progress in business and in education, the Gregg Manual was revised in 1893, 1901, and 1916, this latter edition being the one used at present. Each revision marked a step forward in simplifying and popularizing the study of shorthand. Each revision has placed increasing emphasis upon the desirability of teaching shorthand as a *skill subject* from the beginning and throughout the entire course. This method enables the teacher to direct the maximum of effort toward the training of the student in actual facility in writing and the minimum of effort to expositions of rules and principles.

When it became known that a revision of the Manual was in preparation, hundreds of protests were received from teachers. Many of them declared emphatically that the 1916 edition was entirely adequate. A great many said that they "love it" (this expression occurs again and again in their letters) and that they "know it by heart." The sentiments expressed are

thoroughly appreciated, and all these good friends are assured that it will still be possible to obtain the 1916 edition as long as there is any demand for it.

In this new edition no changes have been made in the *basic principles of the system*. Long experience in the classroom, in the office, in general and court reporting, and the results of speed contests of the National Shorthand Reporters' Association have proved conclusively that changes in the basic principles of Gregg Shorthand are neither necessary nor desirable.

Much has been learned in the last few years concerning the basic content of the vocabulary in common use. The scientific data now available have made it possible to arrange the principles and practice content of the Manual so that the efforts of teacher and student may be more economically and profitably directed, and the development of a writing vocabulary rendered more rapid.

One of the first steps in planning the Anniversary Edition, therefore, was an exhaustive analysis of the words contained in the Horn* and the Harvard† studies of the comparative frequency of words. As one example of what this analysis showed, it was found that the learning of the twenty most common words in our language was spread through seven lessons in the 1916 Manual. In the Anniversary Edition these twenty words are presented in the first chapter. Moreover, the matter presented in this chapter gives the student a writing power that will enable him to write 42 per cent of the running words in non-technical English, as well as many hundreds of other words.

In this edition three devices have been used to hasten the building of a useful vocabulary and to assist the teacher in using the correct method of developing a skill subject:

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*"Basic Writing Vocabulary," Ernest Horn, Ph.D., University of Iowa Monograph in Education.

†"Harvard Studies in Education," Volume IV.

1. The short words of high frequency are introduced in the first chapter in the order of their frequency, even though this means that in a few instances they are given in advance of the principles that govern their writing.

2. Some of the principles have been developed earlier than they were in the old text. Examples of this are: the letter *s* has been introduced in the second chapter and included with the other downward characters; some of the rules for expressing *r* have been introduced in the third chapter; the frequently recurring prefixes and suffixes have been introduced in the order of frequency.

3. Analogy, one of the most helpful of teaching devices, has been employed to a greater extent than it was in the 1916 Manual. Examples: the useful *ted-ded*, *men-mem* blends are presented in Chapter I, after the student has learned *t*, *d*, *n*, *m*, the letters of which the blends are composed; the *ses* blend is taught along with the *s* in Chapter II.

Other salient features of the Anniversary Edition may be described as follows:

1. In order that the student may be impressed at the outset with the importance of phrase writing and have a longer period in which to acquire the habit of joining words, many of the phrasing principles have been moved forward to Chapters I and II.

2. The rules have been simplified and stated more clearly, and minor changes have been made in a few outlines for the purpose of facilitating rapid and accurate transcription.

3. The principles are presented in twelve chapters, instead of the twenty lessons in the 1916 Manual. Each of these chapters has been subdivided into three short teaching units, with a page of graded dictation material written in shorthand at the end of each unit. This short-unit plan encourages immediate practical application of the theory and simplifies the assignment of work by the teacher.

4. The wordsigns (now known as Brief Forms) are distributed equally among the first six chapters, and are introduced in the order of their frequency.

5. The quantity of reading and dictation material has been more than doubled. The scientific distribution of the principles and the introduction of the common words early have so greatly increased writing power that business letters can be introduced as early as the second chapter.

6. The pedagogical value of the Manual is greatly enhanced by the use of larger type and a bolder style of shorthand than was employed in the 1916 edition.

It was the intention of the author to have the Anniversary Edition of the system published last year—the fortieth anniversary of the publication of the system—but, unfortunately, many things contributed to delay its appearance.

In sending forth this book he desires to express his warm appreciation of the many suggestions received from writers, from reporters, and from teachers who are using the system in all parts of the world. In particular, he wishes to record his deep sense of gratitude to Mr. Rupert P. SoRelle and to the executive, managerial, and editorial staffs of The Gregg Publishing Company for the many valuable services they have rendered in the preparation of this edition.

JOHN ROBERT GREGG.

ABOUT GREGG SHORTHAND

History. Gregg Shorthand was first published in 1888, in two little paper-covered pamphlets, under the title, "Light-Line Phonography." Five years later, a revised and greatly improved edition was published under the title, "Gregg Shorthand." It was not until 1897, however, that the author was able to publish the system in *book* form.

To the student or writer of shorthand, there are few more interesting or inspiring stories of success than the story of the career of Gregg Shorthand in the forty-four years that have elapsed since its publication in book form; but a textbook is not a place for such a story. Today, Gregg Shorthand is the standard system of America. It has been adopted exclusively in the public schools of 12,006 cities and towns—more than ninety-eight per cent of the public schools that teach shorthand. It has superseded the older systems, in the large majority of these cases, by formal action of the Boards of Education after careful investigation of the merit of the system. Its leadership in all other kinds of educational institutions is equally pronounced. This constitutes the highest educational indorsement a shorthand system has ever received

Wins World Championship Six Times. The history of Gregg Shorthand is a record of public triumphs. In the 1921 World's Championship Contest of the National Shorthand Reporters' Association, Mr. Albert Schneider* won first place, defeated three former champions, and established two world's records. He transcribed the 215-words-a-minute literary dictation with a net speed of 211.2 words a minute; accuracy, 98.32%. On the 200-words-a-minute dictation his accuracy percentage was 98.80; on the 240-words-a-minute dictation, 98.17; on the 280-words-a-minute dictation, 96.84.

In transcribing five five-minute highest speed dictations—175, 200, 215, 240, and 280 words a minute—*in the time allotted for the three championship*

*Mr. Schneider is now a member of the official shorthand reporting staff of the Congress of the United States, winning the position in an examination in which thirty-five well-known reporters competed.

dictations, Mr. Schneider gave one of the most remarkable demonstrations of transcribing ability in the history of the shorthand contests.

Writers of Gregg Shorthand won first, second, and third places in the World's Championship Contest of the National Shorthand Reporters' Association in 1923. Mr. Charles L. Swem,* winner, established a world's record on the 200-words-a-minute dictation, making but two errors; accuracy, 99.79%. On the 240-words-a-minute dictation, his accuracy was 98.49%; on the 280 dictation, 99.36%. Second place was won by Mr. Albert Schneider, a Gregg writer, the 1921 champion. His average accuracy was 98.80%. Third place was won by another Gregg writer, Mr. Martin J. Dupraw, with an accuracy of 98.76%. *First place in accuracy in every dictation was won by a writer of Gregg Shorthand.*

In the 1924 World's Championship, Mr. Swem was again the victor. Mr. Swem's accuracy on the three dictations was 99.23%.

In the three consecutive years, 1925, 1926, and 1927, the World's Shorthand Championship was won by Mr. Martin J. Dupraw, the greatest shorthand writer the world has yet produced. By winning the championship in 1927, Mr. Dupraw won permanent possession of the World's Shorthand Championship Trophy, first offered in 1909 by the National Shorthand Reporters' Association.

Highest Shorthand Speed Records. The following are the world's highest shorthand speed records—all held by writers of Gregg Shorthand and made in the Championship Contests of the National Shorthand Reporters' Association:

282 Words a minute (testimony)
Charles Lee Swem.....accuracy 99.29%

*Governor Woodrow Wilson selected Mr. Swem as his official reporter in his campaign for the Presidency. Mr. Swem was Personal Secretary and Official Reporter to President Wilson for eight years. Mr. Swem began the study of Gregg Shorthand in a night school in September, 1908, when working as an office boy. He was twenty years of age when he received the appointment at the White House. In the 1924 examination for the position of Supreme Court stenographer in the state of New York, Mr. Swem won first place in a field of 150 candidates. Mr. Swem did not accept an appointment at the time, and took the examination in 1928, again winning first place. He is at present an official shorthand reporter in the Supreme Court of New York.

260 Words a minute (jury charge)
Martin J. Dupraw.....accuracy 99.69%
220 Words a minute (literary matter)
Martin J. Dupraw.....accuracy 99.81%
(Held jointly with two others)
215 Words a minute (literary matter)
Albert Schneider.....accuracy 98.32%
200 Words a minute (literary matter)
Charles Lee Swem.....accuracy 99.0%
(Tied with one other)
Average accuracy 99.29%

Gregg Shorthand is the only system that has produced three different writers to win the World Championship in the contests of the National Shorthand Reporters' Association. The contests were discontinued in 1927, and Mr. Dupraw was given permanent possession of the World's Championship Trophy.

Wins New York State Shorthand Championship. In the contest of the New York State Shorthand Reporters' Association, 1924, Mr. Martin J. Dupraw won first place with an accuracy record of 99.5%; Mr. Nathan Behrin, Supreme Court reporter, New York City, second; and Mr. Harvey Forbes, Supreme Court reporter, Buffalo, New York, third. By winning the New York State Shorthand Championship again in 1925, and also in 1926, Mr. Dupraw gained permanent possession of the Bottome Cup, the State championship trophy.

Awarded Medal of Honor at Panama-Pacific Exposition. At the Panama-Pacific International Exposition, in 1915, Gregg Shorthand was awarded the Medal of Honor, the highest award ever granted a system of shorthand by any exposition, and the only award ever granted that was based on the results accomplished by students in a model school conducted under the observation of the International Jury of Awards. Gregg Shorthand also received the highest award, the Medal of Honor, at the Sesqui-Centennial Exposition at Philadelphia, in 1926. The thirteenth International Shorthand Congress, held in Bruxelles, Belgium, in 1927, awarded a *Grand Prix* to The Gregg Publishing Company, and elected the author of Gregg Shorthand as Vice President of the Congress representing the United States.

Principles of the System. Needless to say, Gregg Shorthand is a radical departure from the old lines of shorthand construction, for it is only by a radical departure that such marked superiority in results can be accomplished.

The following is a synopsis of the leading features of the system:

1. *No compulsory thickening*—may be written either light or heavy.
2. *Written on the slope of longhand*, thus securing a uniform manual movement.
3. *Position-writing abolished*—may be written on unruled paper, and in one straight line.
4. *Vowels and consonants are joined*, and follow each other in their natural order.
5. *Angles are rare*—curves predominate.

} As in ordinary writing

This brief synopsis will suffice to show that the aim of the author has been to adhere to those natural principles that govern ordinary writing. By a practical combination of these elements as a foundation, the system secures to the writer, *with very little practice*, that perfect command of the characters that is productive of the best results, and is obtained only by years of persistent, painstaking practice with the older systems.

TO SUM UP

Easy to Learn. Gregg Shorthand may be learned in from one-third to one-half the time required by the old systems. The records made by its writers prove this beyond all question.

Easy to Read. Gregg Shorthand is the most legible shorthand in existence. In the public shorthand speed contests, writers of the system have established the *highest official world's records for accuracy* of transcripts on difficult matter. These records were made in competition with experienced reporters who used the older systems, and in contests conducted by reporters and teachers who wrote such systems. Manifestly, the insertion of the vowels, the absence of shading, the elimination of position-writing, and the elimination of the minute distinctions of form, all contribute to legibility.

Easy to Write. The easy, natural appearance of the writing in Gregg Shorthand appeals to every impartial investigator. The absence of distinctions between light and heavy characters, the continuous run of the writing along one line, as in longhand, instead of constant changes of posi-

tion—now *on* the line, then *above* the line, and then, perhaps, *through* or *below* the line—will be noticed at first glance. Next, the investigator will probably attribute much of the natural, pleasing appearance of the writing to that uniform slant of the writing with which both hand and eye are familiar. Only those who have had previous experience with shorthand, however, will be able to appreciate fully how much elimination of numerous dots and dashes—minute marks that have to be placed with great precision alongside the strokes—contributes to fluent writing.

Superior in Speed Possibilities. As has already been set forth in greater detail, writers of Gregg Shorthand have demonstrated in public speed contests, under the most trying conditions, that the system has greater speed possibilities than any other system.

Adapted to Other Languages. The simple and logical writing basis of Gregg Shorthand enables a writer of it to use it in any language with which he is familiar. Special adaptations of the system have been published for Spanish, French, German, Italian, Portuguese, Polish, Gaelic, and Esperanto. Adaptations to other languages are in preparation. The Spanish adaptation of the system is used in more than 300 schools in Spanish-speaking countries, and there is a quarterly magazine devoted to it.

A TALK WITH THE BEGINNER

Success in any study depends largely upon the *interest* taken in that particular subject by the student. This being the case, we earnestly hope that you will realize at the very outset that shorthand can be made an intensely fascinating study. Cultivate a love for it. Think of it as the highest form of writing, which is itself the greatest invention of man. Be proud that you can record the language in graceful lines and curves. Aim constantly to acquire artistic skill in executing those lines and curves. You *can*, if you *will*, make the study of shorthand a perfect joy instead of a task. Skill in the use of shorthand is a possession that has been coveted by the wisest of men and women, for it is not only a practical instrument in commercial work, but a much-prized and valuable accomplishment and a means of mental culture.

Be Thorough. Skill in anything is attained by repetition with interest; therefore do not shirk the careful, painstaking practice on the elementary forms given in the Manual. Write each outline many times, and aim always at the attainment of fluency and exactness in execution.

Your future success depends to a very large extent on the way you do your work now. In order that your progress may be sure and rapid, master each lesson before you proceed with the next.

In your practice, write as rapidly as you can while keeping the hand under complete control; aim at accuracy rather than speed, but do not *draw* the characters. You must understand at the outset that shorthand must be *written;* but you must also impress upon your mind that whatever you write you must read, hence the necessity for good penmanship. As skill in executing the movements is obtained, the speed may be increased until the forms can be written accurately at a high rate of speed. Some attention should be given to acquiring a capacity for writing *individual* outlines rapidly without hesitation, and with a free movement of the hand.

Aim to acquire a smooth style of writing; execute each character with an easy, *continuous* motion of the pen, and pass directly to the next without unnecessary movements. A halting, jerky movement is fatal to speed, and may be almost always traced to indecision, caused by unfamiliarity with the forms. At first carefully analyze the words. To do this it is, of course, necessary for you to think of them in detail; but after you have determined the correct outline, practice it and think of it as a *whole.*

Facility in the practical use of shorthand depends largely upon the stock of outlines you have at your ready command. Note the use of that word "ready." This means that you should master all the forms given in the Manual by writing them many times. This will not only impress the forms on your mind, so that you will not have any hesitation in recalling them, but will give you facility in writing them. In shorthand it is not sufficient to *know* how to write a word -you must not only know the form but be able to write it quickly. Hence the necessity for much *repetition practice* in writing the forms.

Most of this repetition practice should be on the forms as they occur naturally in connected matter. The repetition of isolated forms for more than five times consecutively is not in accord with modern pedagogy. Scientifically graded connected matter has supplanted the isolated form.

If, in addition to the words given in the Manual, you can add to your stock of outlines other words written under the same principles, you will have gained a great deal—will have laid a broader foundation for advanced work which will lessen the time required to attain efficiency.

Devote Much Time to Reading Well-Written Shorthand. By reading a great deal of well-written shorthand you will become not only a fluent reader, but you will enlarge your writing vocabulary. Unconsciously you will imitate in your own work the easy execution

of the forms shown in the printed plates. All expert writers have devoted much time to reading shorthand.

In addition to the work outlined in this Manual, we strongly recommend the use of the supplementary dictation material given in "Gregg Speed Studies," and the exercises presented each month in the Learner's Department of *The Gregg Writer.* These exercises may be used with great advantage from the very first lesson. Each number of *The Gregg Writer* contains many helpful suggestions and a number of shorthand pages that afford valuable exercises in reading and writing for students at all stages of advancement.

Gregg Shorthand received the highest award at the Panama-Pacific International Exposition, and at the Sesqui-Centennial International Exposition.

THE ALPHABET OF GREGG SHORTHAND

CONSONANTS

Written forward:

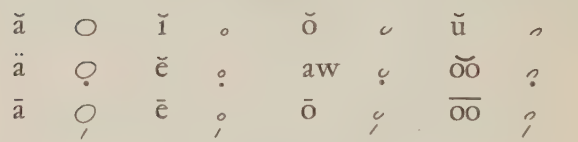
K G R L N M T D TH

Written downward:

P B F V CH J S SH

H NG NK

VOWELS



DIPHTHONGS

	Composed of			Composed of	
ū	ē-o͞o as in *unit*		*oi*	aw-ē as in *oil*	
ow	ä-o͞o as in *owl*		*ī*	ä-ē as in *isle*	

BLENDED CONSONANTS

The consonants are so arranged that two strokes joining with an obtuse or blunt angle may assume the form of a large curve, thus:

ten, den ent, end def-v, tive

tem, dem emt, emd jent-d, pent-d

CHAPTER I

UNIT 1

1. Shorthand is written by *sound*; thus *aim* is written *am* (long sound of *a*), *cat* is written *kat*, *knee* is written *ne*.

CONSONANTS

2. The consonants are arranged in pairs, according to their affinity of sound, and are distinguished by a difference in length.

The characters for the consonants in this lesson are derived from an elliptical figure, thus:

Letters	*Signs*	*Words*	*Letters*	*Signs*	*Words*
K		can	T		it, at
G		go, good	D		would
R		are, our, hour	H		a, an
L		will, well	Th		the there, their
N		in, not			I
M		am, more			he

3. All these consonants are written *forward* from left to right; *th* and *t* and *d* are struck *upwards* from the line of writing. The *g* given in this lesson is called *gay*, being the hard sound as in *game*, *get*, and not the soft sound heard in *gem*, *magic*. The aspirate *h* is indicated by a dot placed over the vowel. Many frequently recurring words are represented by simple alphabetic char-

acters. Some of these signs represent two and even three words; for example, the sign for *r* represents *are*, *our*, *hour*. A dot on the line of writing represents the articles *a*, *an*. A dot at the end of a word expresses *ing*. The pronoun *I* is expressed by a large circle; *he*, by a small circle.

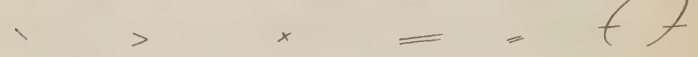
The student should practice all these characters until he can write them without the slightest hesitation. The size of the characters given in this manual will be a safe standard to adopt.

4. Phrasing. The joining of simple words is a great help to accuracy and speed in writing shorthand, and its acquirement should not be deferred until the habit of writing common words separately has been formed.

I will he can it will in the

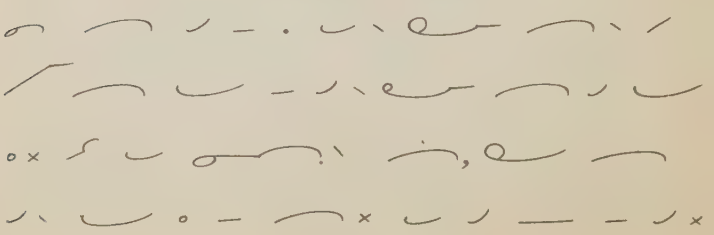
5. Punctuation, etc. In shorthand the following marks are used:

period paragraph interrogation dash hyphen parenthesis



Capitals and proper names are indicated by two short dashes beneath the word.

6. SENTENCE DRILL



VOWELS

7. In shorthand there are twelve distinct vowel sounds, which are arranged in four groups, and three closely related sounds are placed in each group. In this lesson we have the first two groups, which for convenience are named the A group and the E group.

Memory aid: a = ○ e = ∘

THE A GROUP

ă	ä	ā
○	○	○
as in	*as in*	*as in*
mat	calm	came
m ă t	k ä m	k ā m

THE E GROUP

ĭ	ĕ	ē
∘	∘	∘
as in	*as in*	*as in*
kit	get	need
k ĭ t	g ĕ t	n ē d

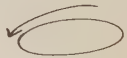
NOTE: The first sound in the E group of vowels is the short *i*, heard in *din*, and should not be confused with long *i*, heard in *dine*, which will be given later.

8. Marking Vowels. The vowels are grouped according to similarity in sound. The large circle expresses three sounds of *a*. The short sound is unmarked, the medium sound is marked with a dot, and the long sound with a short dash, as shown on page 3. This system of marking is used in all vowel groups uniformly.

The dot and dash are occasionally needed to indicate the exact sounds in unfamiliar or isolated words, but otherwise they are seldom used.

PICTURING WRITING MOTION

9. Frequently we shall have to refer to writing motion. The curved characters in this lesson are taken from horizontal ovals, one written with *right* motion, the other with *left*.

Right motion: *Left motion:* 

10. Characters taken from the left-motion oval are called *left-motion*, because the rotation is *from left to right*; characters taken from the right-motion oval are called *right-motion* for a like reason; thus:

K-G are right-motion strokes *R-L are left-motion strokes*

The terms "left motion" and "right motion" refer to the *rotation* in movement, and not to the *direction*.

HOW CIRCLES ARE JOINED

The following movement drills are intended to develop skill in the joining of circles.

11. Circles Joined to Single Strokes. At the beginning or end of a single curve, the circle is placed *inside* the curve:

eke ear array

egg ill airy

ache air alley

key ail hack

gay ray hag

12. At the beginning or end of a single straight stroke, the circle is written with *right* motion:

aim tea ham

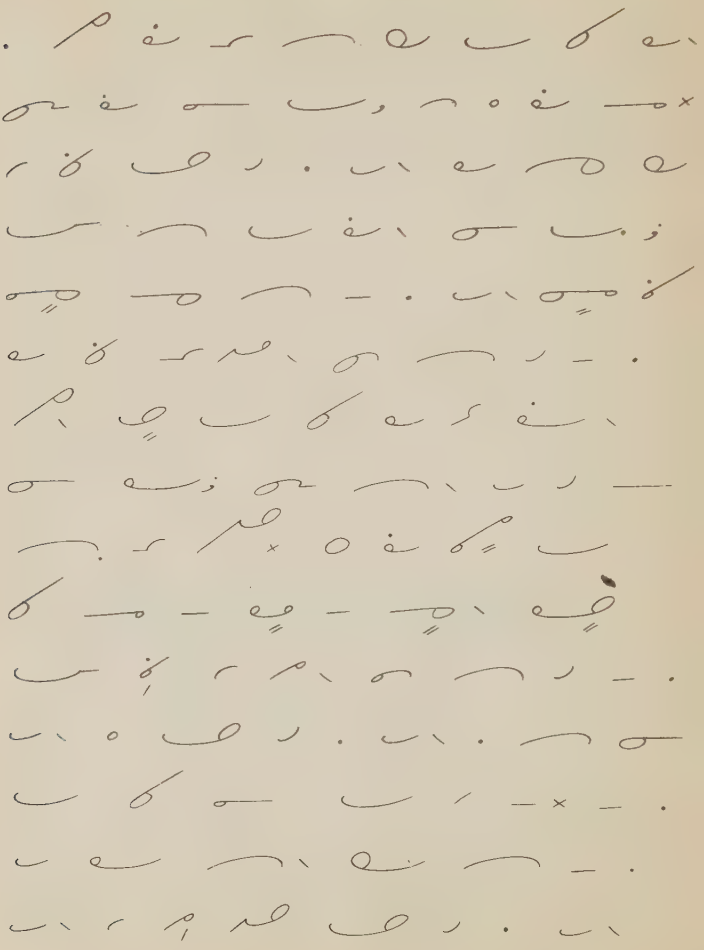
ate day heat

add may head

eat me heed

hid eddy hate

13. READING AND DICTATION PRACTICE



UNIT 2

14. **Circles Between Strokes.** Where an angle, or a point, is formed at the junction of consonants, the circle goes outside the angle:

kick		make		rain	
cake		met		rim	
get		maid		tale	
gate		team		rainy	
calm		rear		dream	

15. Where straight strokes and curves join without an angle, or where two similar-motion curves join without an angle, the circle is placed inside the curve:

writ		raid		dig	
rid		ticket		tag	
red		tack		taken	
read		take		rattle	
rate		deck		riddle	

16. Some vowels are so obscure or neutral that they are omitted when they do not contribute to speed or legibility. For example, the *e* in the words

taken and *maker* is absolutely useless, and is omitted. Any vowel which does not contribute to the legibility of an outline may be omitted if its omission gives a more facile outline.

17. Between straight strokes in the same direction the circle is written with *right* motion:

deed dad mean main

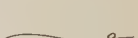
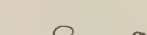
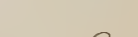
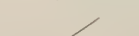
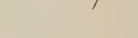
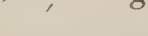
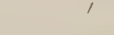
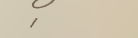
18. Between opposite curves the circle is turned back on the first curve:

wreck rag lake kill

CONSONANT COMBINATIONS

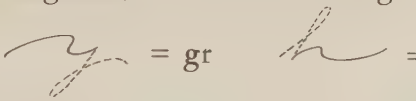
19. **Kr and Gl Combinations.** *K* and *r*, and *g* and *l*, are equal curves and are made a little flatter than usual when joined, thus:

kr gl

cream		eagle		glen	
crane		glee		glare	
creed		glean		acre	
crate		gleam		maker	

20. Gr and Kl Combinations. Where curves of unequal length join without an angle, as in the following, note how a distinction in length is positively shown.

The movement in writing *gr* is similar to that in writing *y* in longhand; *kl* to that in writing *h*, thus:



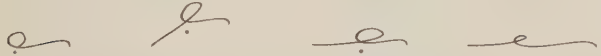
gray green eager

grain greet clay

greed grim clan

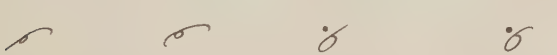
21. Rk and Lk Combinations. Since *r* and *k* are of equal length, the curves are somewhat flatter, as with *kr* and *gl*. *Lk* is very infrequent.

ark dark mark milk

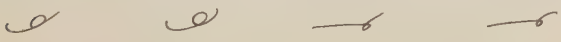


22. The Signs for Th. The sign for *t* is curved to express *th*, thus: ⌒ or ⌣

tick thick hat hath



rat wrath met myth



BRIEF FORMS FOR COMMON WORDS

23. A comparatively small number of frequently recurring words make up a large part of the English language. As an illustration, ten words—*the*, *of*, *and*, *to*, *a*, *in*, *that*, *it*, *is*, *I*—form one-fourth of the entire written and spoken language.

The forms for these frequent words are based on a very common method of abbreviation in longhand writing. For example, *amt.* is written for *amount*; *Rev.* for *Reverend*; *gym.* for *gymnasium*; *ans.* for *answer*; *math.* for *mathematics*, and so on. By taking advantage of this method of abbreviation, brief and easily remembered shorthand forms are obtained for the most common words in the language.

of (*o*)		and, end (*nd*)		them (*thm*)	
that (*tha*)		to, too, two (*too*)		is, his (*s*)	
was (*os*)		be, by, but (*b*)		great (*gr*)	
they* (*the*)		you, your (*oo*)		with (*ith*)	
this (*ths*)		than, then (*thn*)		without (*itht*)	

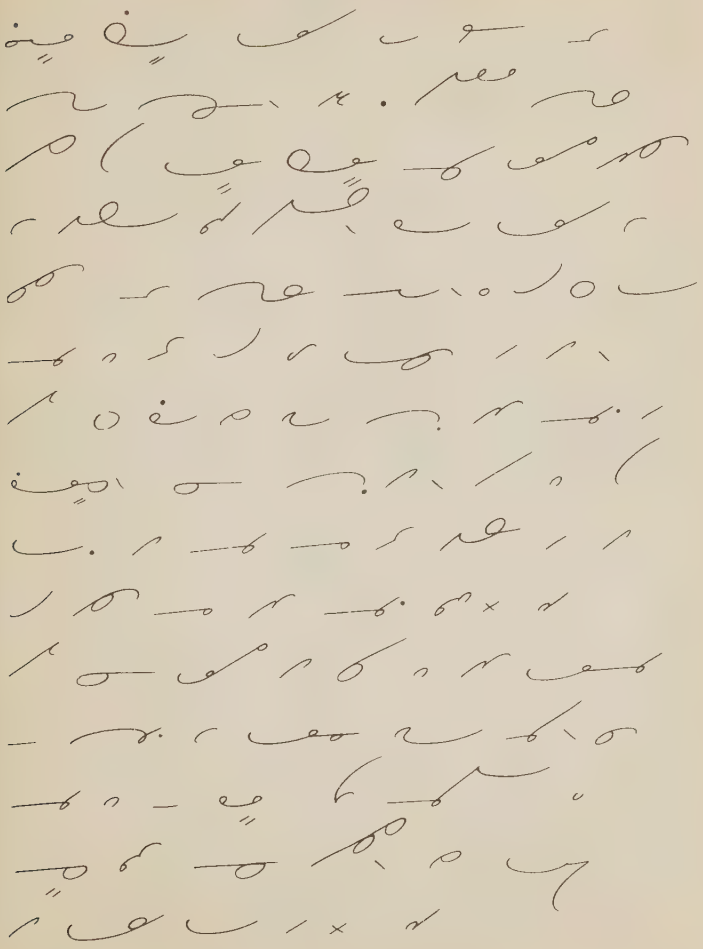
*In some phrases *they* is written the same as *the*, as in *they will*.

NOTE: Refer to alphabet facing page 1 for explanation of characters.

24. BUSINESS ABBREVIATIONS

Mr., market Yours truly, Dear Sir:, desire

25. READING AND DICTATION PRACTICE



UNIT 3

BLENDED CONSONANTS

26. By blending *d* and *t* into one long stroke the syllables *ted*, *ded*, *det* are expressed:

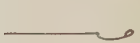
added rated today

hated needed treated

NOTE: The combination *det* usually occurs at the beginning of words, as in *detect*, *detach*, while *ted* or *ded* usually occurs at the end of a word.

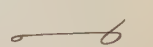
27. By blending *m* and *n* into one long stroke the syllables *men*, *mem* are expressed. In addition to *men*, *mem* this blend represents similar sounds, such as *min* in *minute*, *mun* in *money*:

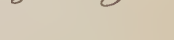
men mimic

many memory 

month remain

money emanate

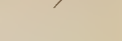
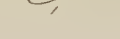
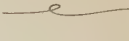
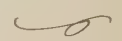
meant mental 

mend mineral 

minute minimum

28. FREQUENT-WORD DRILL

eight	ā t		man	m ă n	
had	h ă d		make	m ā k	
him	h ĭ m		tin	t ĭ n	
add	ă d		tan	t ă n	
aid	ā d		cat	k ă t	
tea	t ē		kid	k ĭ d	
day	d ā		get	g ĕ t	
me	m ē		take	t ā k	
may	m ā		came	k ā m	
net	n ĕ t		her	h ĕ r	
need	n ē d		here	h ē r	
met	m ĕ t		air	ā r	
meet	m ē t		head	h ĕ d	
made	m ā d		read	r ē d	
mean	m ē n		ready	r ĕ d ĭ	

led	l ĕ d		cream	k r ē m	
rate	r ā t		clean	k l ē n	
late	l ā t		milk	m ĭ l k	
laid	l ā d		lack	l ă k	
mill	m ĭ l		leg	l ĕ g	
tree	t r ē		attack	ă t ă k	
train	t r ā n		headache	h ĕ d ā k	

29. BRIEF FORMS FOR COMMON WORDS

did, date		when		into	
other		any		come	
all		could		like	
were		what		little	
where, aware		truth		those	
my		time		country	

NOTE: *W* is omitted in the word *were*, and *wh* in *where*, *when*, *what*; *other* is expressed by *ŭth*—see alphabet; *all*, by *aw* placed on its side; *time*, by the *tem* blend; *into*, by blending *in* and *to*. For convenience, the long *i* in *my* is expressed by a large circle.

GENERAL PHRASING PRINCIPLES

30. The following suggestions will be helpful to an understanding of the general principles of phrasing:

1. Short and common words only should be joined, as *of the*, *in the*, etc.

2. The words should make good sense if standing alone, as *it will be*.

3. Pronouns generally are joined to the words they precede, as *I can*, *you are*, *you can*, *I would*.

4. A qualifying word is usually joined to the word it qualifies, as *good man*.

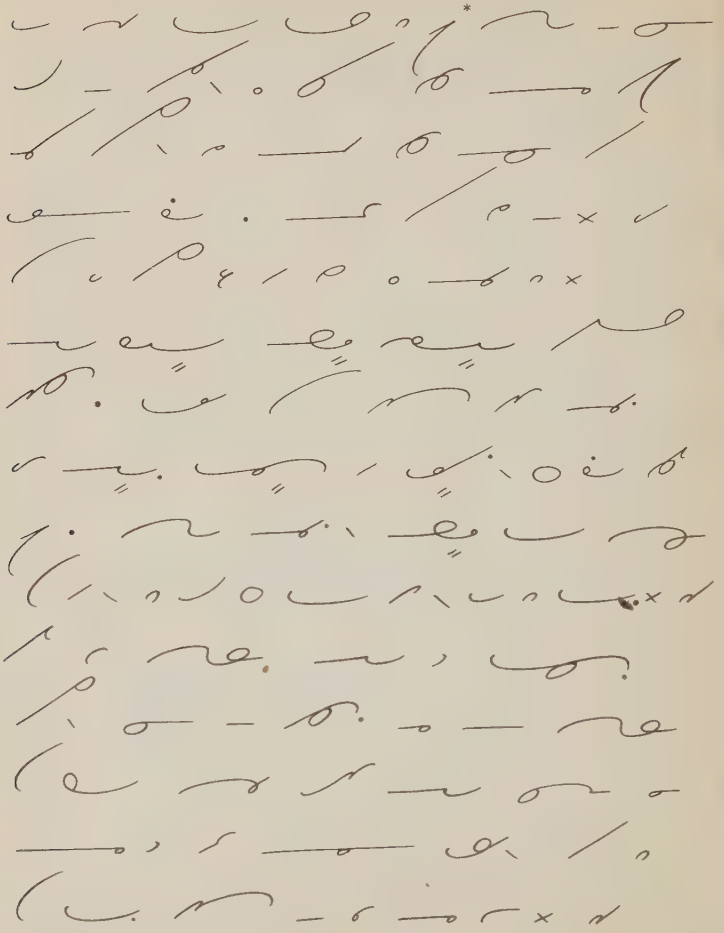
5. The words *to*, *of*, *in*, *with*, *and* generally are joined to the word following, as *to the*, *of which*, *in that*, *with that*, *and will*.

6. Words that do not make an easily written, distinctive joining should not be phrased.

31. Phrase Drill. The simple phrases given in the drill below are of very high frequency and will serve as models for other phrases:

of the		and the		will be	
to the		that the		of you	
it is		by the		it was	
I am		you can		he was	
to you		at the		is the	

32. READING AND DICTATION PRACTICE



*Before a downstroke, *to* is expressed by *t*.

33. WRITING PRACTICE

1. You will need a keen memory when you go to the market today.

2. When you take the grain to the mill you can get your money.

3. Many of our men will go to the train in the rain to greet the team.

4. I am not any more eager to be in debt to you than you are.

5. I am ready to go the limit in getting you the money you need.

6. He had a great desire to read, but he had little time and his reading was limited.

7. I am not willing to go by train, but you can make me a minimum rate by air and rail.

8. The data you need will be ready by the middle of the month.

9. The mill was then making a good metal tag at the rate of eighty a minute.

10. In his dream he was being attacked in the dark by an enemy.

Dear Sir: I am eager to eliminate without any more delay the error made in the minimum grain rate to Erie. I can meet you at Erie any day you desire. My time is limited and I cannot be there more than a day. It would be well to get all the data in hand by the time you are ready to go. I will meet you any day you can be there. Yours truly,

CHAPTER II

UNIT 4

THE DOWNWARD CHARACTERS

34. The characters for the consonants in this chapter are derived from another elliptical figure:

Letters	P	B	F	V	CH	J	SH	S
Signs								or
Words	put	be by but	for	have	which change		shall ship	is his

Left motion: P B S

Right motion: F V S

35. All these characters are written downward. *Ch* is named *chay*, and *sh* is named *ish*. The signs for *sh* and *s* are very small. As *s* is one of the most frequent sounds in the language, two signs are provided for it to facilitate joining in various combinations. The following memory aids will be useful:

CONSONANT COMBINATIONS

36. Many of the consonants follow each other consecutively; for example, *r* and *l* frequently follow *p*, *b*, as in *play*, *brave*. As skill in writing such combinations is essential to speed and accuracy, the following movement drills should be practiced until fluency is secured.

37. **Pr and Pl.** In writing *pr* and *pl*, start to the left:

pr pl

pray play pledge

prayer plate wrapper

prim plea pepper

preach plead apple

38. **Br and Bl.** In writing *br* and *bl*, start down, thus:

br bl

brain breach blame

braid bridge bled

braided brief blade

brim brave blare

39. Fr and Fl. In writing the combinations *fr* and *fl*, the angle is rounded to give fluency. The motion is just the same as in writing a part of the longhand *y*:

fr =

fl =

fray
fresh
flame

frail
flee
flap

fret
fleet
flash

40. FREQUENT-WORD DRILL

if
frame
page

half
flat
able

age
play
break

each
plan
cash

she
paper
range

fear
reach
happy

feel
back
black

felt
check
trip

free
live
happen

fair bear help

affair bread labor

fail shape pretty

chief leave even

41. BRIEF FORMS FOR COMMON WORDS

one, won from, form never

after been, bound should

people very over*

about before ever

most much every

*The sign for the prefix *over* written above a following character is used to express the word *over*.

42. As a prefix, *after* is expressed by *af*. In compounds, *every* is expressed by *ev*.

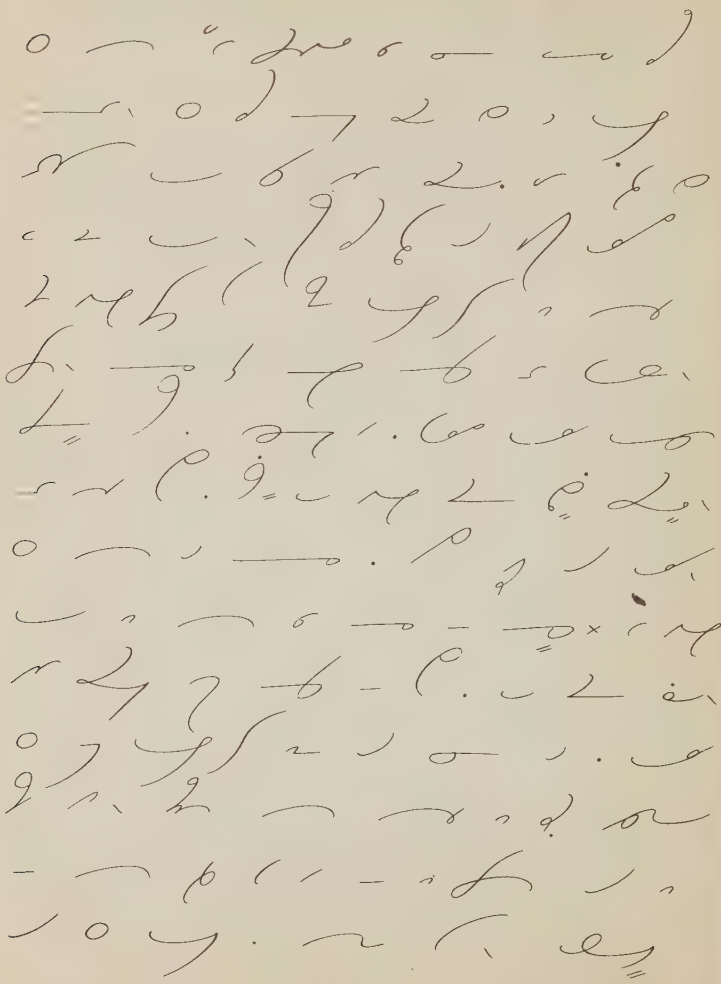
43. The word *been* following *have*, *has*, *had* is phrased and is expressed by *b*:

have been has been had been

44. BUSINESS ABBREVIATIONS

Dear Madam: Very truly yours, Yours very truly,

45. READING AND DICTATION PRACTICE



UNIT 5

THE SIGNS FOR S

46. The signs for *s*, written downward, are taken from a small elliptical figure, thus:

Memory aid:

The right-motion *s* is called "right *s*"
The left-motion *s* is called "left *s*"

47. In practical writing the sound of *z* is expressed by the sign for *s*, since no confusion arises from using the same character for both sounds in connected writing. We already are accustomed to writing and reading *s* for *z* in English, as in *rays*, *praise*.

It is *seldom* necessary to make a distinction between *s* and *z*, but when it is, a short dash is struck at a right angle to the sign for *s* to show that it has the sound of *z*, thus:

race raise gas gaze

48. The base of the first consonant of a word rests on the line of writing, but when *s* precedes another consonant, the base of the consonant following the *s* is placed on the line.

49. **Initial and Final S.** 1. Before and after *p*, *b*, *r*, and *l*, and after *t*, *d*, *n*, *m*, and *o*, the left *s* is used:

sips phrase daze

sables slim knees

series tease mass

2. In all other cases the right *s* is used:

saves seeds sashes

seeks snap sketches

staff smash sages

A circle placed outside the angle in any of these joinings does not change the motion.

50. FREQUENT-WORD DRILL

sell spell salary

sale spread self

piece spare trace

pass space dress

base less class

busy slip crazy

press sleep see

praise asleep say

place sales as

has
these
easy
season
affairs
safe
save
case
kiss
guess
gas
sick
sake
scheme
seen
seem

same
sense
seems
sit
seat
said
sad
niece
miss
days
dance
since
hence
minutes
step
steps

steel
steam
stage
stiff
stay
stick
set
sat
settle
silk
needs
ladies
chance
ages
sketch
study

51. S Between Strokes. When a circle vowel immediately precedes *s* between strokes, treat the *s* as belonging to the preceding consonant; if the circle follows the *s*, the *s* should be treated as if it belonged to the following consonant; when *s* occurs between strokes and is not joined to a circle, write the *s* with the syllable to which it belongs:

cast		mask		least	
guest		grasp		risk	
taste		accede		pressed	
task		chest		raised	
desk		vast		ransack	
mist		visit		mason	

52. The Ses Sign. The *ses* sound as heard in *faces* is expressed by joining the two *s* signs as a blend:

senses		ceases		basis	
cases		thesis		census	
masses		traces		analysis	

NOTE: In rapid writing, the first *s* in *ses* may become obscure, and yet the second *s*, being written contrary to the rule for writing a single *s*, clearly indicates the plural form. Compare the following:

face faces lease leases

53. BRIEF FORMS FOR COMMON WORDS

under*		cause, because		work	
must		thorough-ly, three		part	
some		think, thing		matter	
such		system, says		again	
first		public, publish		against	
business		far, favor		always	

*The sign for the prefix *under* written above a following character is used for the word *under*.

54. The suffix *thing* is expressed by a dot in the following words:

anything something everything

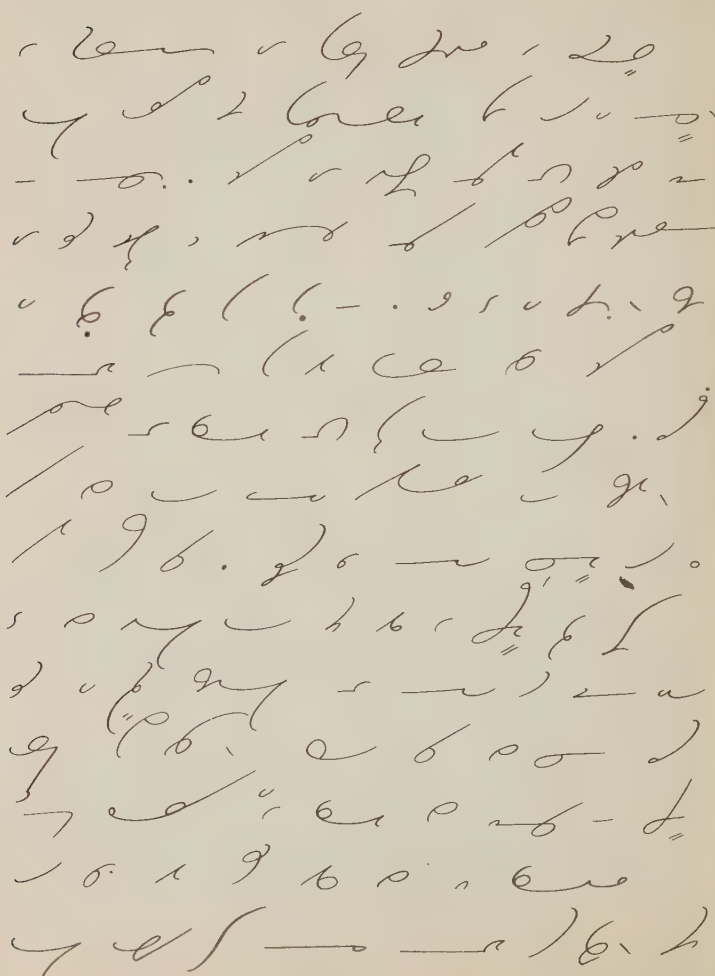
55. Plurals of Brief Forms. The plurals of brief forms ending in *s* are formed by adding another *s* of the same motion, thus:

cause causes business businesses

In other brief forms the plurals are formed by adding *s* to the singular forms, thus:

parts changes ships forms

56. READING AND DICTATION PRACTICE



UNIT 6

57. The Letter X. When *x* occurs at the end of or within words, it is expressed by *s* slightly modified in slant, thus:

mix fix tax

mixes fixes taxes

NOTE: The plural is formed by adding *s* as shown in *mixes*, *taxes*.

SIMPLE SUFFIXES

58. The suffix *shun* (*sion*, *tion*) is expressed by *sh*:

mention fashion vision

nation action session

mission faction evasion

diction affection section

59. The Past Tense. The past tense is expressed by *t* or *d*:

1. After most abbreviated words a disjoined *t* placed close to the preceding character is used to express the past tense, thus:

changed timed liked willed

2. In all other cases join *t* or *d* if a distinctive and facile joining is possible; otherwise, disjoin *t* (as in *glared*, *tapered*) to express the past tense, thus:

passed		raced		shaped	
praised		mentioned		reached	
visited		risked		checked	
labored		glared		tapered	
traced		fixed		feared	

60. BRIEF FORMS FOR COMMON WORDS

also		letter, let		until	
nothing		present, presence		got	
between		big, beg		gave	
another		give, given		next	
woman		tell,* till		soon	
morning		still		name	

*The *s* is added to *tell* by changing the circle into a loop, thus: *tells*

BRIEF FORMS AS PREFIXES

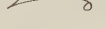
61. A brief form is frequently used as a prefix or as part of another word, as illustrated in the following:

almost inform formal

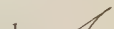
income begin anyone

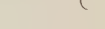
increase began overwork

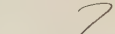
instead forgive undergo

ago forgot  handle

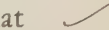
62. FREQUENT PHRASES

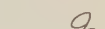
for the you have would be 

to be* there is can be 

with the of his may be 

I have for you and that

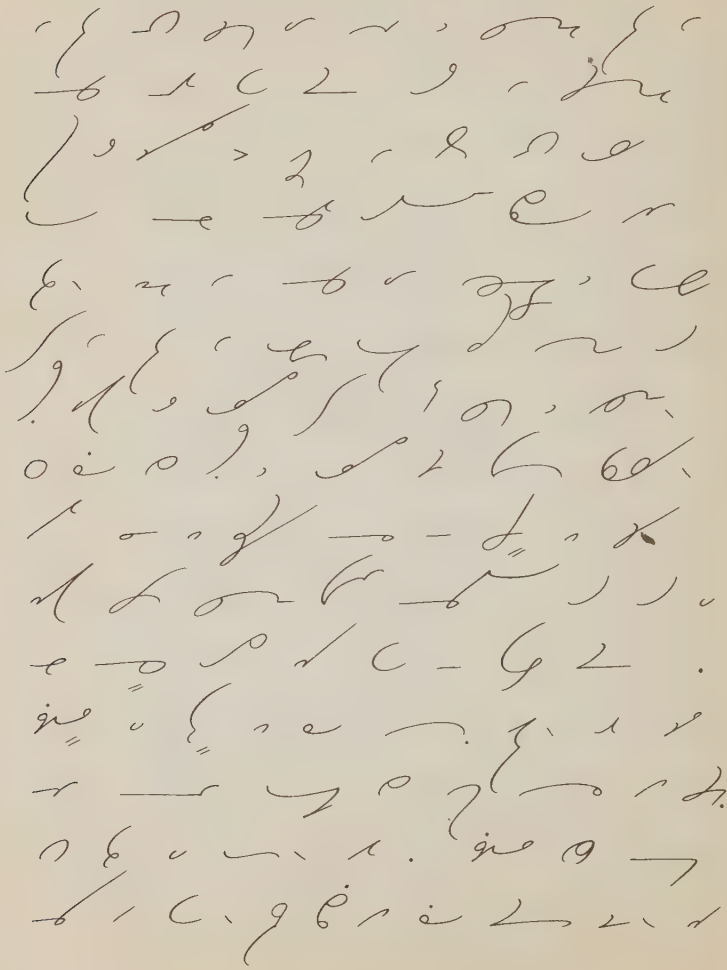
from the if you as the 

of this of your in our 

there are in this of all

*Before a downstroke, *to* is expressed by *t*.

63. READING AND DICTATION PRACTICE



64. WRITING PRACTICE

1. I shall not leave here today for my trip to France, as I am too busy, but I shall finish everything soon.

2. It may be that such a change in the history classes will help to settle the matter for you.

3. He will cash the pay check if you will present it at his desk.

4. Since she is changing her plans to stay here some time before going to the city, I think it will be well to leave the matter as it is for the present.

5. Because the business in that part of the country is not good, he will remain there another month to go thoroughly into the planning of a sales campaign.

6. It is plain that if any action is to be taken it must take place before the session ends today.

7. He fixed the time at six and said that the men were asleep.

8. I shall not fail to mention that the basis of his claim is very flimsy and that I feel that his figures should be thoroughly studied and checked before any decision is reached.

Dear Sir: The sale of the goods you shipped me in January is not going at all well. For one thing, the season has been very late, causing business to be slack. Can you think of anything that will help our sales? It may be that business in other parts of the country is much the same as it is here and you have made some sales plans that will be of help to me. I should like to go over this matter with one of your men the first time one of them is in the city. Yours truly,

CHAPTER III

UNIT 7

THE Ō-HOOK

65. The lower half of the elliptical figure is called the *o-hook.* It is used to express the following sounds:

ŏ	aw	ō
as in	*as in*	*as in*
rot	raw	wrote
r ŏ t	r aw	r ō t

Key to Vowel Sounds: John Paul Jones.

NOTE: The sound *aw* is spelled in various ways, as in *fall, bought, taught, raw.* The same method of marking vowels is employed in this chapter as in the first.

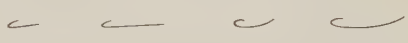
66. FREQUENT-WORD DRILL

know	n ō		lot	l ŏ t	
law	l aw		road	r ō d	
low	l ō		load	l ō d	
wrote	r ō t		ought	aw t	

auto	aw t ō		hope	h ō p	
note	n ō t		show	sh ō	
bought	b aw t		shop	sh ŏ p	
brought	b r aw t		folks	f ō k s	
blow	b l ō		taught	t aw t	
ball	b aw l		caught	k aw t	
box	b ŏ x		coffee	k ŏ f ē	
job	j ŏ b		hog	h ŏ g	
talk	t aw k		occur	ŏ k 'r	
dog	d ŏ g		hotel	h ō t ĕ l	
noted	n ō ted		slow	s l ō	
notes	n ō t s		abroad	a b r aw d	
notice	n ō t ĭ s		broken	b r ō k 'n	
raw	r aw		open	ō p 'n	
loss	l ŏ s		off	ŏ f	
fellow	f ĕ l ō		often	ŏ f 'n	

so	s ō	phone	f ō n
saw	s aw	notion	n ō shun
sought	s aw t	motion	m ō shun
sorry	s ŏ r ĭ	sober	s ō b 'r
sorrow	s ŏ r ō	close	k l ō z
soul	s ō l	model	m ŏ d'l
soft	s ŏ f t	solemn	s ŏ l ĕ m
snow	s n ō	solid	s ŏ l ĭ d

67. **O-Hook Modified.** To avoid an unnecessary angle, the slant of the *o*-hook is modified slightly before *n*, *m*, *r*, and *l*, thus:



When a downstroke comes before the *o*-hook, this rule does not apply, since the *o*-hook joins to downstrokes without an angle, as in:

pour shown bone pole

68. FREQUENT-WORD DRILL

on	ŏ n	home	h ō m
own	ō n	known	n ō n

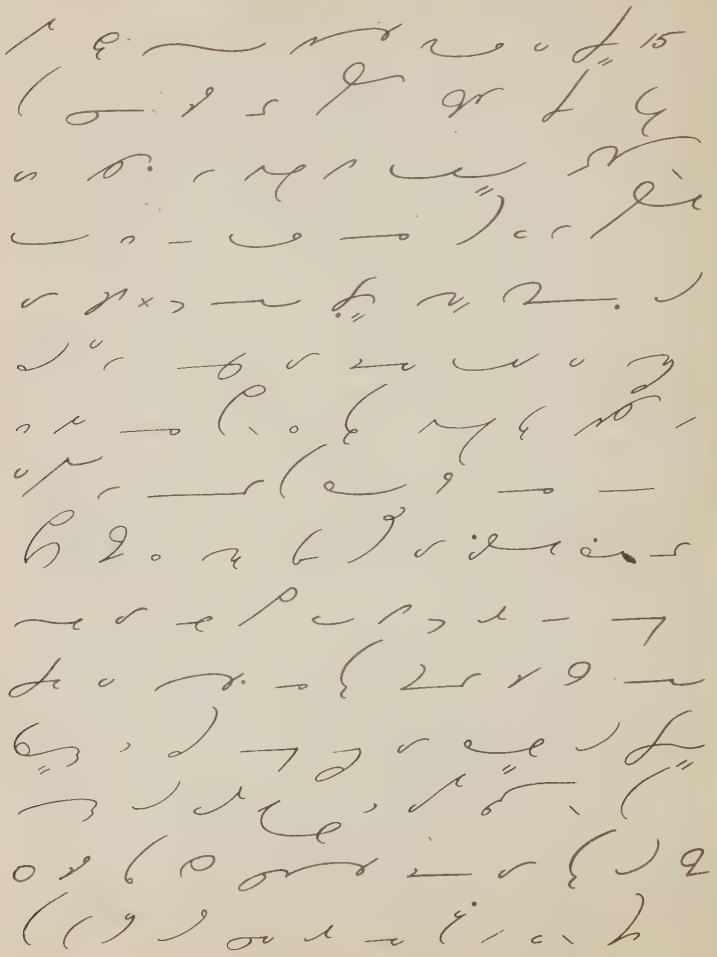
or	aw r		nor	n aw r	
roar	r ō r		omitted	ō m ĭ ted	
roll	r ō l		drawn	d r aw n	
lower	l ō 'r		horse	h aw r s	
whole	h ō l		alone	a l ō n	
loan	l ō n		store	s t ō r	
coal	k ō l		story	s t ō r ĭ	
tone	t ō n		college	k ŏ l ĕ j	
door	d ō r		grown	g r ō n	

69. BRIEF FORMS FOR COMMON WORDS

want*		glad, girl		call	
went*		during, Dr.		situation	
told		believe, belief		course	
order		possible		general	
small		purpose		several	
upon		receive		state	

*The *w* is omitted in *want* and *went*.

70. READING AND DICTATION PRACTICE



UNIT 8

METHOD OF EXPRESSING R

71. The circle is written with left motion to express *r* following the vowel:

1. Before and after straight strokes:

art mar arch share

2. Between straight strokes in the same direction:

tart dared church murmur

72. It is generally more facile to use the circle for the obscure vowel sound heard in *ur* as in *church*, *murmur*, *urge*, *hurt*.

73. FREQUENT-WORD DRILL

heart		urge		better	
hard		tear		later	
hurt		dare		sister	
heard		near		chapter	
earn		mere		motor	
arm		manner		cashier	
army		chair		minister	
harm		jar		teacher	

S FOLLOWING A LEFT-MOTION CIRCLE

74. The letter *s* is added to a final left-motion circle on straight strokes by changing the circle to a loop:

tears shares stairs

dares nears manners

75. BRIEF FORMS FOR COMMON WORDS

either deal, dear yesterday

above real, regard together

rather company, keep children

love become, book prepare

collect importance, important subject

capital necessary opinion

76. After abbreviated words and words ending in a left-motion circle on straight strokes, a disjoined *r* expresses *er*, *or*, thus:

keeper dearer worker

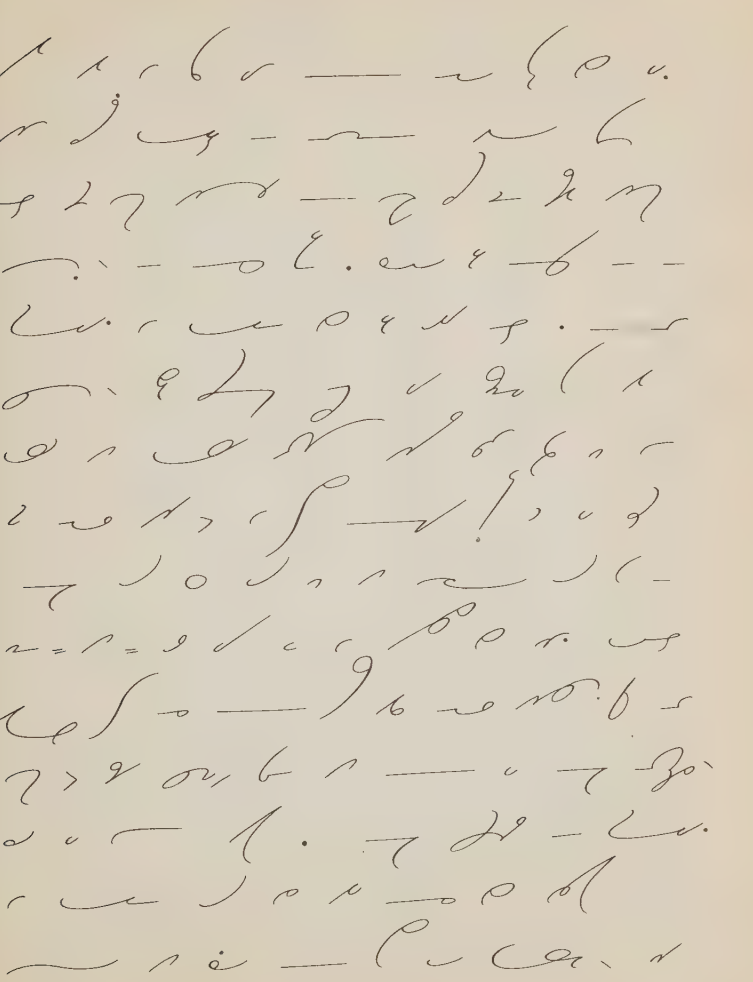
When the forms are distinctive, the *r* is joined, thus:

greater bigger smaller

When a brief form ends with the last *consonant* of a word, the left motion circle is used to express *or*, *er* after straight strokes:

sooner former

77. READING AND DICTATION PRACTICE



UNIT 9

THE TH JOININGS

78. The left-motion *th* is used before and after *o*, *r*, *l*. In other cases the right-motion *th* is used:

though		author		bath	
although*		earth		teeth	
thought		health		thief	
throw		both		theater	
throat		birth		thin	
thrown		path		cloth	

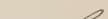
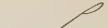
*The word *although* is a combination of *all* and *though*.

79. When *th* is the only consonant stroke, as in the brief forms for *that* or *they*, or is in combination with *s*, the right-motion *th* is used, as in *these* and *seethe*.

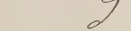
FREQUENT PREFIXES AND SUFFIXES

80. The prefixes *con*, *com*, *coun*, *cog*, followed by a consonant, are expressed by *k*. The suffix *ly* is expressed by a small circle; *ily* and *ally*, by a loop:

confess		council		conform	
confer		compel		county	

convention		lonely		formally	
convey		lately		easily	
convince		early		hastily	
concrete		fairly		readily	
safely		wholly		family	
solely		hardly		totally	
only		heartily		socially	

81. In words beginning with *comm* or *conn*, the second *m* or *n* is written, thus:

common  connote commence

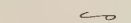
When *con* or *com* is followed by a vowel or by *r* or *l*, write *kn* for *con* and *km* for *com*, thus:

comedy comrade comic

82. After a circle vowel, *ly* is written on the opposite side from the vowel, thus:

dearly daily nearly

83. To express the plural of some brief forms ending in a circle and of some words ending in a loop, a slight change is made in the manner of joining *s*, thus:

names  letters families

PHRASING PRINCIPLES

84. Before words beginning with a downward character or *o*, *r*, *l*, the word *to* is expressed by *t*:

to see to say to pay

to which to honor to work

to ship to our to place

85. When repeated in a phrase, *as* is expressed by *s*:

as well as as much as

as good as as great as

as low as as many as

86. After *be* or *been*, the word *able* is expressed by *a*:

have been able should be able

would be able will be able

87. FREQUENT PHRASES

on the with you about the

you are if the to give

must be as to you know

should be at that of it

that is	of their	which is
in which	is not	on you-r
of these	of which	with that
more than	to get	from you
your letter	to take	of its
this is	in his	he will
you may	if you will	you would
he is	that this	to this

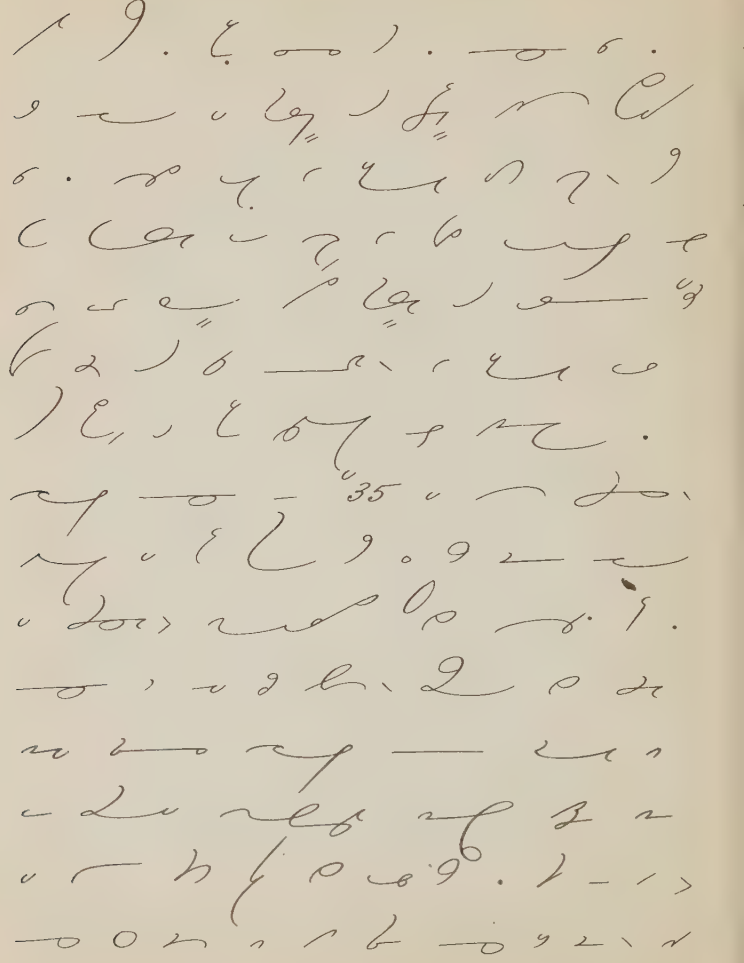
88. BRIEF FORMS FOR COMMON WORDS

send	special, speak, speech	represent
agree*	week, weak	already
ask	floor, flour	value
office	complete,† complain-t	employ
official	immediate, immediately	express
future	committee	knowledge

*The prefix form for *agr-e-i*, a loop written above the following character, is used to express the word *agree*.

†The angle between *k* and *p* is maintained in the word *complete* to make a distinction between *complete* and *keep*.

89. READING AND DICTATION PRACTICE



90. WRITING PRACTICE

1. It is hard to say what is known about the model of the motor on which Horace Holliday is working. Several people have seen it and praise it.

2. After Bob bought the boat he noticed that the motor would stall often. After much analysis and pottering over it, he spotted the cause of grief. It was a little thing, and easy to fix.

3. The history of this country shows that a hardy, hard-working people, gifted with vision, can achieve what they fix as a goal if the goal has a meaning to the people in general.

4. It was a shock to her to hear that John Jones, after joking about it, really had started alone on an airplane trip to Havana and was nearing his goal.

5. The "Lone Eagle" did not cross the ocean merely by dreaming of it. He made ready for a great trip by planning every detail. Study, hard work, and the bravery to face peril without flinching helped him to achieve his aim and to place his name on the scroll of the great men of history.

Dear Sir: It will be necessary for me to stay here till about the end of January, as there are many matters of importance still to be finished. I am really glad that you were able to see Mr. Hartman and close that business with him. Such matters may easily cause hard feeling. There is nothing at present that needs your presence here. The general situation seems to be as good as it is in the East. I have my heart set on making big gains for the company here this month. I am working hard to achieve all possible. Yours truly,

CHAPTER IV

UNIT 10

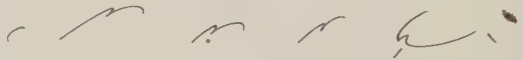
THE o͞o-HOOK

91. The upper part of the small elliptical figure , which is called the *o͞o-hook*, is used to express the following sounds:

ŭ	o͝o	o͞o
as in tuck	*as in* took	*as in* tomb
t ŭ k	t o͝o k	t o͞o m

Key to Vowel Sounds:

The duck took to the pool.



92. FREQUENT-WORD DRILL

who	h o͞o		hug	h ŭ g	
do	d o͞o		does	d ŭ z	
took	t o͝o k		up	ŭ p	
true	t r o͞o		upper	ŭ p 'r	
whom	h o͞o m		blue	b l o͞o	

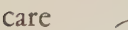
plus	p l ŭ s		fruit	f r o͞o t	
pull	p o͝o l		roof	r o͞o f	
lose	l o͞o z		luck	l ŭ k	
rug	r ŭ g		rub	r ŭ b	
rough	r ŭ f		foot	f o͝o t	
food	f o͞o d		shut	sh ŭ t	
fur	f ŭ r		sugar	sh o͝o g 'r	
supper	s ŭ p 'r		fool	f o͞o l	
dozen	d ŭ z 'n		tough	t ŭ f	
group	g r o͞o p		stuff	s t ŭ f	
cut	k ŭ t		truck	t r ŭ k	
cook	k o͝o k		us	ŭ s	
cup	k ŭ p		thus	th ŭ s	
oven	ŭ v 'n		sullen	s ŭ l ĕ n	
cousin	k ŭ z 'n		through	thr o͞o	

93. The combination *us* is written without an angle at the beginning of words, or when it follows a downstroke or *k*, *g*, as in *us*, *shoes*, *campus*, *cousin*, etc.

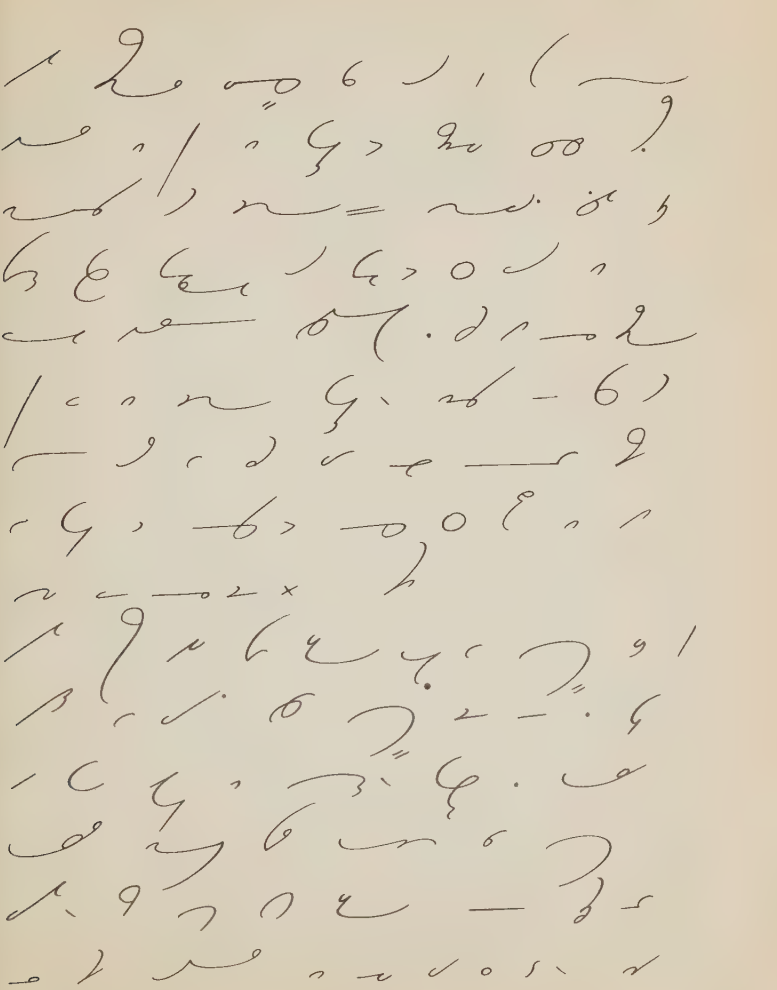
94. The oo-hook Modified. To avoid an unnecessary angle, the *oo*-hook is turned under after *n, m.* It is also turned under after *k* or *g* if followed by *r* or *l*:

mood	m o͞o d		canoe	k ă n o͞o	
none	n ŭ n		muff	m ŭ f	
noon	n o͞o n		nook	n o͝o k	
moon	m o͞o n		null	n ŭ l	
nut	n ŭ t		cool	k o͞o l	
numb	n ŭ m		cur	k ŭ r	
annul	ă n ŭ l		curse	k u r s	

95. BRIEF FORMS FOR COMMON WORDS

care		skill, school		number	
carry		usual, wish		enough	
force		govern, -ment		position	
charge		expect, especial		question	
look		full		purchase	
clear		sure		remember	

96. READING AND DICTATION PRACTICE



UNIT 11

METHOD OF EXPRESSING W

97. By pronouncing the following words slowly it will be found that *w* has the sound of *oo*; therefore *w* is expressed by the *oo*-hook:

we = oo-ē

wave = oo-ā-v

wall = oo-aw-l

98. WORD DRILL

way	w ā		win	w ĭ n	
wet	w ĕ t		wane	w ā n	
wait	w ā t		women	w ĭ men	
weighed	w ā d		wake	w ā k	
wed	w ĕ d		wicked	w ĭ k ĕ d	
wedded	w ĕ ded		walk	w aw k	
width	w ĭ d th		weave	w ē v	
widow	w ĭ d ō		waste	w ā s t	

wash	w ŏ sh		weep	w ē p	
watch	w ŏ ch		web	w ĕ b	
wages	w ā j 's		wheat*	hw ē t	
wedge	w ĕ j		wheel	hw ē l	
wear	w ā r		whim	hw ĭ m	
weary	w ē r ĭ		whip	hw ĭ p	
wool	w o͝o l		whale	hw ā l	
water	w aw ter		whirl	hw ĕ r l	

*In the combination *wh*, as in *wheel*, the *h* is sounded first.

99. W Within Words. In the body of a word it is more convenient to express *w* by a dash placed beneath the vowel following. In writing *sw* and a circle vowel, as in *sweet*, *swim*, *swell*, the hook for *w* is preferable to the dash:

quick		equity		squall	
queen		queer		swim	
quit		twin		swell	
quote		dwell		swift	
acquit		sweet		doorway	

100. A Before W or H. In words beginning with *a-h* or *a-w* the dot, placed on the line close to the next character, is used to express *a*:

ahead awake await

away awoke awaken

101. FREQUENT PHRASES

we are we are not we shall be

we will we will not we have

we shall we shall not we have been

we can we cannot we have not

102. BRIEF FORMS FOR COMMON WORDS

world house, whose suppose

reply remark, room whether

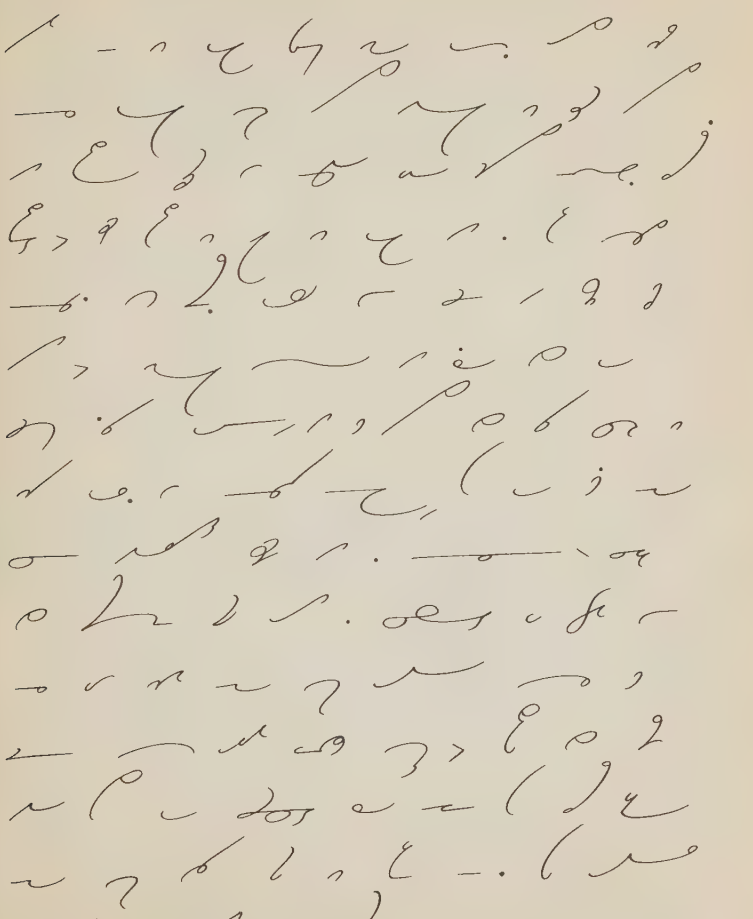
word follow, fall further

body accept, -ance explain

duty gone particular

bring nature report

103. READING AND DICTATION PRACTICE



UNIT 12

METHOD OF EXPRESSING Y

104. *Y* has the sound of long *e*, as in *yacht*, *yoke*, and when followed by a hook vowel is expressed by the small circle. *Ye*, as in *year*, *yet*, is expressed by a small loop; *ya*, by a large loop.

yacht yellow youth

yawn yoke yarn

year yet yard

THE SIGNS FOR NG AND NK

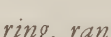
105. The sound *ng*, as in *ring*, *rang*, is expressed by *n* written at a slightly downward slant; *nk* (sounded *ngk*), as in *bank*, *rank*, is expressed by a longer stroke on the same slant:

ring drink bank

rang sank blank

rank wing king

sing frank wrong

songs banquet  spring

PREFIXES AND SUFFIXES

106. The vowel is omitted in the prefixes *en*, *in*, *un*, *em*, *im* when the prefix is followed by a consonant; when a written vowel follows the prefix, the initial vowel is retained. *Ex* is expressed by *es*.

The suffix *ings* is expressed by a left *s* and *ingly* by a small circle substituted for the *ing*-dot:

infer		unseen		expense	
envy		engine		lovingly	
impel		innate		seem-ingly	
impres-sion		emotion		exceed-ingly	
embrace		emit		meetings	
emphasis		examine		savings	
indeed		excess		evenings	

107. Negative words beginning with *in*, *un*, *im* in which the *n* or *m* is doubled are distinguished from the positive forms by omitting one of the doubled consonants and inserting the initial vowel:

known		unknown	
noticed		unnoticed	
necessary		unnecessary	

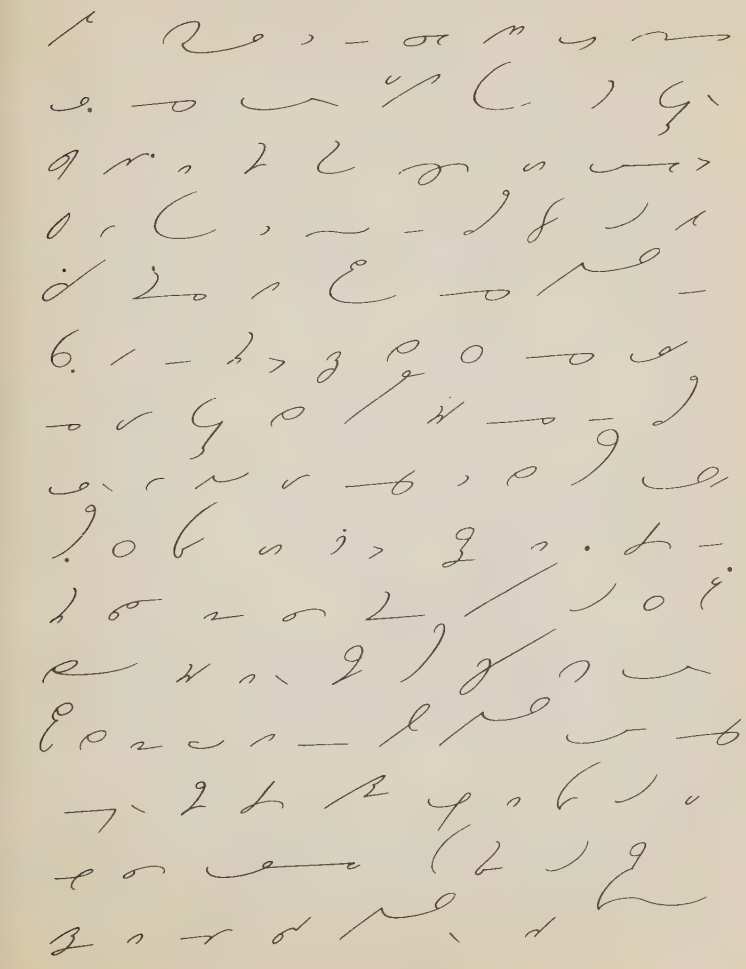
108. FREQUENT PHRASES

of them		to ask		if you are	
very much		we would		are not	
when the		we should		we may	
at all		does not		with us	
into the		we must		will you	
in reply		that they		through the	
on our		to keep		for us	
to go		which have		over the	
did not		who have		as you	

109. BRIEF FORMS FOR COMMON WORDS

long		strength, strong		character	
among		communi-cate,-tion		effect	
young		bill, built		return	
yes		friend, friendly		answer	
thank		else, list		experience	
effort		car, correct		recent	

110. READING AND DICTATION PRACTICE



111. WRITING PRACTICE

1. The couple were waiting at the club to meet the other members of the party.

2. For years we have been following this particular method of making reports at our bank.

3. His answer to the unusual communication was, in effect, that his income was too small for him to think of such a purchase.

4. The girl was wearing a new pale yellow sweater of soft angora wool and a dashing green scarf at the skating rink.

5. The men were weary from the long swim in the rough water of the bay.

6. After the wedding reception her uncle gave the couple and their friends a banquet at the Hotel Tours.

My dear Sir: The orders that we gave you in our letter of May 1 about all purchases were clearly stated and very important, and we are glad that you have so regarded them. In the future we hope that we shall not have to question any of the purchases that you may make for our company.

You must remember that your position with us is based mainly on your skill in choosing clothing that is up to the minute in fashion and still cheap. We feel that we should caution you to study every day the changing fashions and at the same time keep your eye on the economic situation in the textile world.

We hope you can reach here soon enough Saturday, so that we may have a long chat. We want you to tell us all about your recent trip and to help you plan your next trip to Paris. Yours truly,

CHAPTER V

UNIT 13

THE DIPHTHONGS

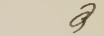
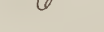
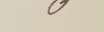
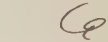
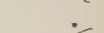
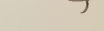
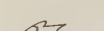
112. A pure diphthong is the union in one syllable of two simple vowel sounds uttered in rapid succession. The diphthongs are therefore expressed by joining the circles and hooks representing the vowel sounds of which the diphthongs are composed:

ū		*as in* fume	f ū m	
ow		*as in* now	n ow	
oi		*as in* oil	oi l	
ī		*as in* die	d ī	

NOTE: The diphthong *u* is a combination of $\bar{e}$ and $\bar{oo}$; *ow*, of *ä* and $\bar{oo}$; *oi*, of *aw* and $\bar{e}$. The sign for the diphthong *i* is a large circle with an indentation—resembling a combination of *ä* and $\bar{e}$, which, if uttered in rapid succession, yield a sound almost equivalent to $\bar{i}$. This sign is generally called "the broken circle."

The signs are written in their *sounded* order. The sign for the diphthong *i* is treated as a circle, and conforms to the rules for joining circles. Note how the diphthong *i* is written in the words *size*, *nice*, *price*, *mine*, which appear in the following word drill.

113. WORD DRILL

human		enjoy		white	
cute		join		wise	
few		boy		wide	
view		toy		ride	
now		voice		lie	
cow		high		price	
mouth		size		prices	
ounce		rise		prize	
vow		fight		apply	
bough		fine		supply	
annoy		file		comply	
noise		sign		cry	
oil		fire		nice	
soil		fly		mine	
choice		sight		realize	

type try dining

pipe tried twice

final dry excited

smile* drive tie

died design tire

*See *mile* in the brief forms below.

114. For convenience, long *i* is expressed by the large circle in the following words:

life line quite might

115. BRIEF FORMS FOR COMMON WORDS

use how, out side

power right, write wire

why while kind

night behind inquire

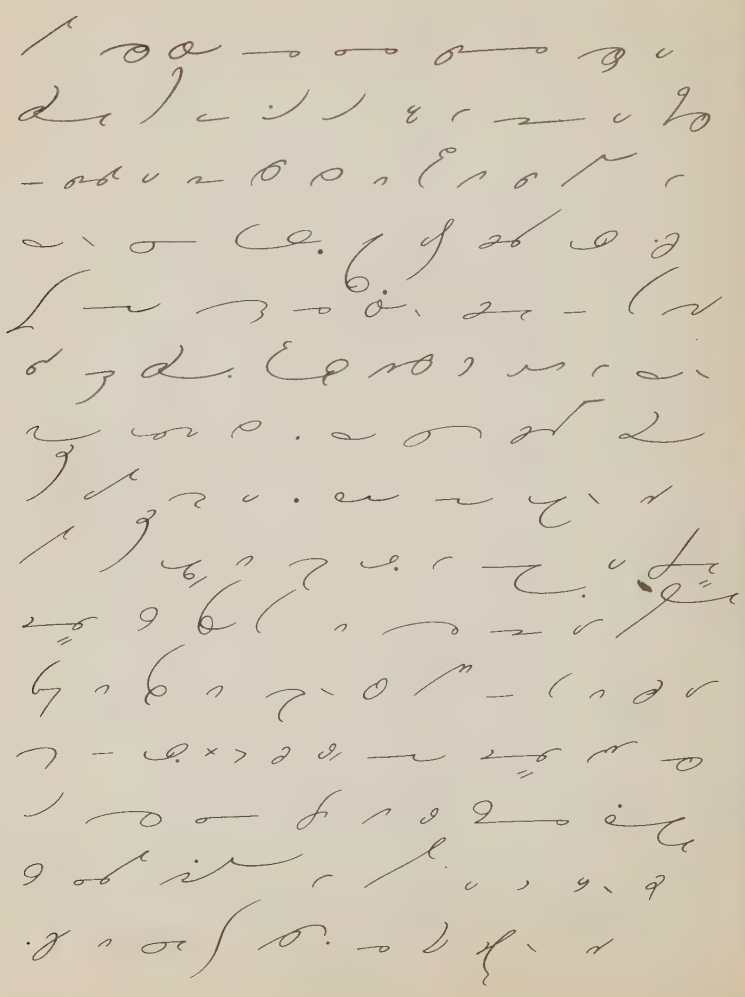
find point, appoint mile

light thousand require

116. When word forms end with the diphthong *i*, the double circle is used to express the diphthong and the termination *ly*:

lightly kindly rightly nightly

117. READING AND DICTATION PRACTICE



UNIT 14

OTHER VOWEL COMBINATIONS

118. In a few words, vowels follow one another consecutively without forming diphthongs, as in *poem*, *radio*, *showy*. In such words the signs for the sounds are written in the order in which the sounds occur:

poet snowy* radio

poem showy folio

*When necessary, the long sound of *o* in *oe* is marked to distinguish it from the diphthong *oi*.

119. Any vowel following the diphthong *i* is expressed by a small circle within the large circle:

via science riot

fiat diet prior

120. Short *i* followed by *a*, as in *mania*, is expressed by a large circle with a dot placed within it; *e* followed by the large circle vowel, as in *create*, is expressed by a large circle with a dash within it. These distinctions are seldom necessary, however:

aria cereal piano

area serial create

alias mania creation

OMISSION OF MINOR VOWELS

121. When two vowels not forming a pure diphthong come together, the minor vowel may be omitted. For convenience in writing many common words, the circle may be omitted in the diphthong *u*, as in *new*, *due*, *music*:

theory due idea*

genius music ideal*

arduous amuse genuine

tedious reduce renew

new avenue renewal

*The long *i* in *idea* and *ideal* is expressed by the large circle.

122. BRIEF FORMS FOR COMMON WORDS

dollar* respect, respectful-ly please

object arrange, arrangement progress

strange consider, consideration across

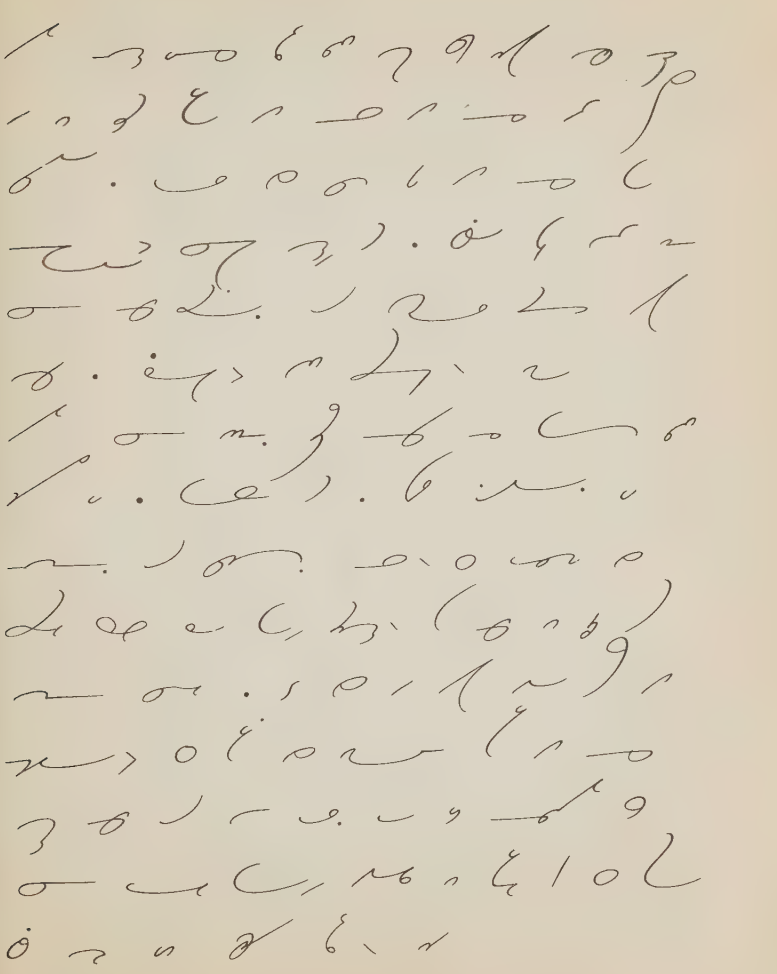
trust opportunity various

mail throughout enclose

address advantage wonder

*After numerals, *dollars* is expressed by *d*.

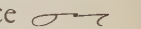
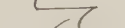
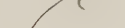
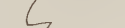
123. READING AND DICTATION PRACTICE



UNIT 15

OMISSION OF SHORT U AND OW

124. In the body of a word short *u* and *ow* are omitted before *n* and *m*, and short *u* before straight downstrokes:

sun		column		announce	
sunk		lumber		million	
fun		pump		crush	
funny		bunch		clutch	
town		jump		touch	
down		brown		trunk	
ton		begun		rush	
done		summer		judge	
run		sunshine		brush	
rung		luncheon		drown	

125. Between *n-n*, *ow* is indicated by a jog, as in *announce*; short *u* is inserted between *n-n*, *n-m*, as in *nun* and *numb*; *moun* is expressed by the *men* blend, as in *mountain*.

126. The *u* is omitted in the termination *sume*:

assume	resume	consume	presume

JOINED PREFIXES AND SUFFIXES

127. The syllables *per*, *pro*, *pur* are expressed by *pr*, the syllable *ble*, by *b*; *ple*, by *p* (in the words given below only); *ment*, by *m*:

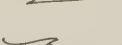
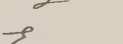
proper		trouble		sample	
process		sensible		example	
perhaps		miser-able		apart-ment	
permit		suitable		compli-ment	
promo-tion		avail-able		moment	
pursue		terrible		equip-ment	
promise		reliable		treat-ment	
prove		noble		element	
perform		payable		excite-ment	
profit		simple		payment	
valuable		ample		settle-ment	

128. When *pro* occurs before an upward character or *k*, it is more convenient to insert the vowel, as in:

protection produce produced

COMPOUND JOINED PREFIXES

129. Two or more simple prefixes may be joined:

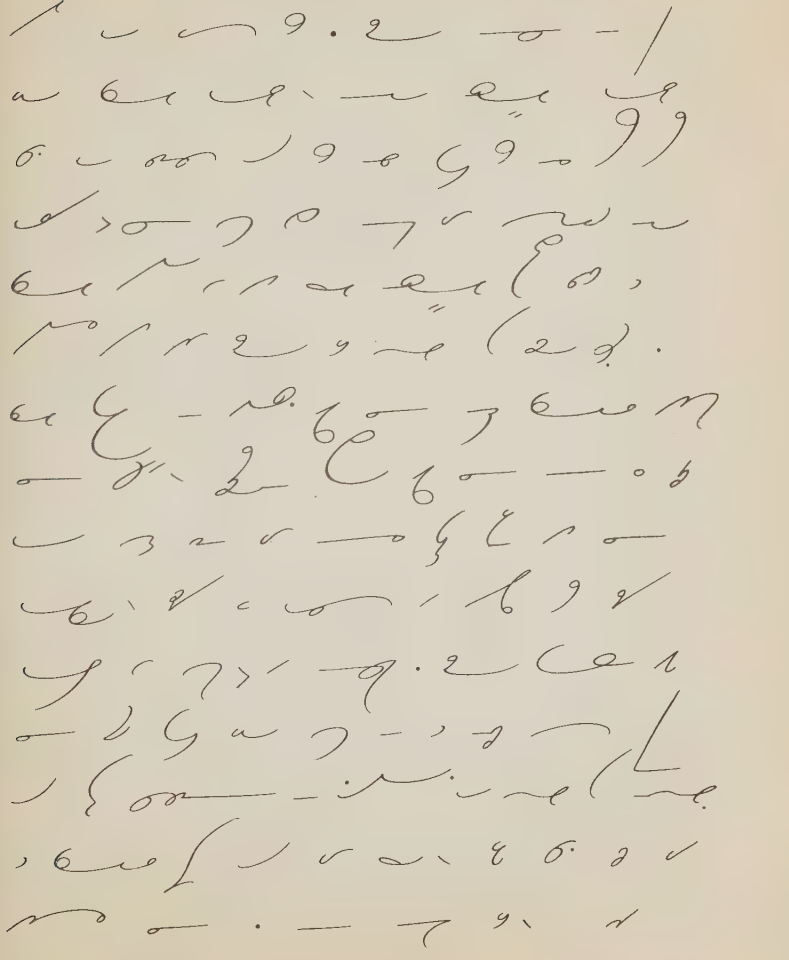
inform		unexpected*	
conform		uncomfortable	
reconcile		unaccountable*	
recognize		uninformed	
unforeseen		unemployed	
unexplored*		incomplete	
unimportant		unconscious	

*The initial vowel is not required in compound prefixes.

130. BRIEF FORMS FOR COMMON WORDS

problem		person, personal		perfect, proof	
success		regret, regular		satisfy, -factory	
probable		confident, confidence		bed, bad	
except		correspond, -ence		cover	
stop		excel-lent, excellence		serious	
accord		organize, organization		direct	

131. READING AND DICTATION PRACTICE



132. WRITING PRACTICE

1. You are quite right in saying that the price was too high and that the whole order of cereals should be returned. I should think that they could quote lower prices, owing to their greater purchasing power.

2. An ounce or so of light motor oil spread on the leaves of the springs of your car will banish all squeaks.

3. The boy's singing was enjoyed by his many friends who came to hear him in the huge hall of the Armory.

4. His office was equipped with several filing cases and a new type of filing desk.

5. The news of his appointment was announced over the radio at a special coast-to-coast hook-up.

6. He reduced the output of his mill to a million feet of lumber per day during the dull season.

7. His profits in oil were higher this month than they were in the month before.

Dear Sir: I should like to enlist your aid in preparing an evening of music to be given early in January on behalf of our Home Welfare Organization.

I think we should have a generous number of arias from the leading operas and a few piano and violin solos. Perhaps we could also get Mr. Hoyle to give his talk on the poetry of music. We must not forget also to present some numbers for the enjoyment of the children who will be present.

Will you not join with us in helping to arrange something of an unusually high character this year? Yours truly,

CHAPTER VI

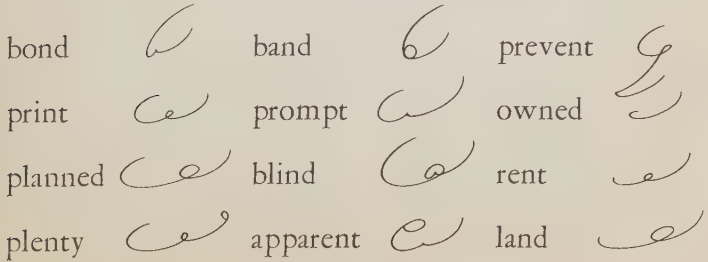
UNIT 16

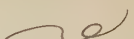
BLENDED CONSONANTS

133. When two straight lines form an obtuse or blunt angle, the natural tendency of the hand is to "slur" the angle and allow the lines to form a curve, thus:

134. The *-nt, -nd* blend is an *upward* curve, corresponding in length to the sign for *f*; the *-mt, -md* blend is an *upward* curve, corresponding in length to *v*. The *n* or *m* governs the length of the curve; the curve containing *m* naturally is longer. At the beginning of words, short *e* and short *i* are omitted before these blends, as in *entry*, *empty*, *induce*, etc.

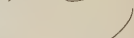
135. WORD DRILL



around seemed grant 

entry second convent

Indian fastened ground

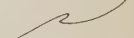
empty signed trimmed 

refund event strained

laundry front winter

joint framed inventory

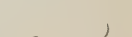
sound exempt moaned

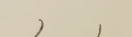
found count doomed 

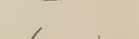
sent gained ashamed

136. The Ld Combination. The combination *ld* is expressed by giving *l* a swinging upward turn at the finish:

old fold gold

older field killed 

yield failed filed 

held wild child 

hold cold sealed

sold colder appealed

137. DAYS AND MONTHS

Sunday January August

Monday February September

Tuesday March October

Wednesday April November

Thursday May December

Friday June

Saturday July

138. BRIEF FORMS FOR COMMON WORDS

entire refer, reference receipt

copy remit, remittance unable

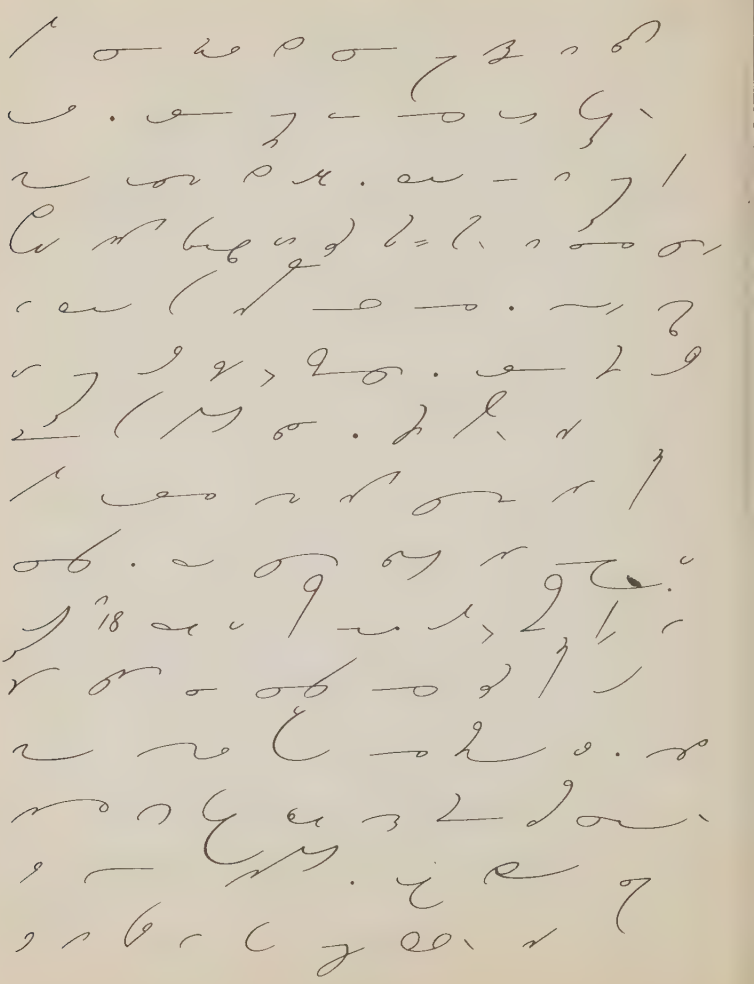
stock suggest, suggestion enable

stand individual invoice

allow attention industry

draft acknowledge oblige

139. READING AND DICTATION PRACTICE



UNIT 17

JENT-PENT, DEF-TIVE BLENDS

140. By rounding off the angle, as shown in the previous blends, the following useful signs for syllables are obtained:

blended becomes and expresses *jent-d*, *pent-d*

blended becomes and expresses *def-v*, *-tive*

141. WORD DRILL

spend		cheapened		defeat	
expend		carpenter		defer	
happened		pageant		defy	
opened		impending		divine	
cogent		native		deficit	
legend		devout		division	
ripened		divided		device	
gentle		defraud		defend	
genteel		defray		defense	
Gentile		endeavor		define	

sensitive positive motive

restive creative captive

142. SPECIAL BUSINESS FORMS

Gentlemen

Dear Mr.

Messrs.

Yours sincerely

Sincerely yours

Very sincerely

Yours very sincerely

Yours respectfully

Respectfully yours

Very respectfully

Cordially yours

Yours cordially

143. BRIEF FORMS FOR COMMON WORDS

move

agent

spirit

credit

appear

beauty

differ-ent, difference

approximate

deliver, delivery

instant, instance

response, responsible

railway, rule

quality

definite

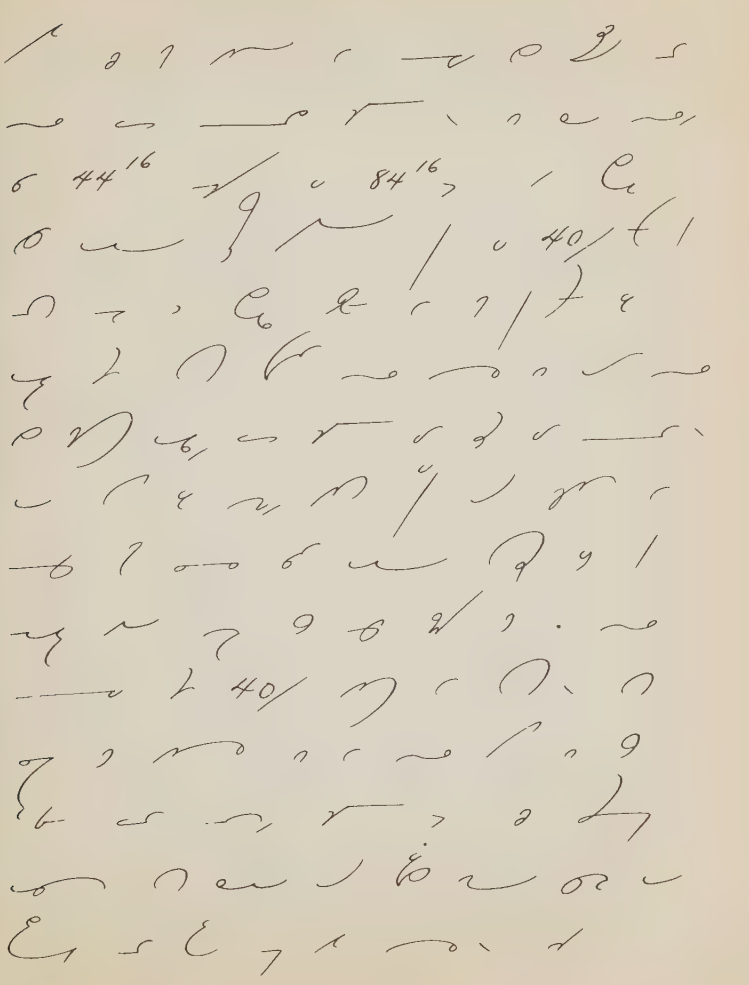
tomorrow

influence

mistake-n

altogether

144. READING AND DICTATION PRACTICE



UNIT 18

FREQUENT WORD-BEGINNINGS

145. The vowel is omitted in the syllables *be*, *de*, *re*, *dis*, and *mis*:

below		discover		reason	
beneath		dispel		reasonable	
besides		dispatch		reception	
delay		display		review	
debate		dislike		revise	
deceit		disgrace		replace	
decision		dismiss		repent	
depress		repair		mislaid	
depart		resign		mishap	
depend		reform		misery	

146. The vowel is retained when *de* precedes *k*, *g*, as in *decay*, *degrade*.

147. The vowel in *re* is omitted only before a downward character, as in *replace*, *repent*, *review*, *repair*, *resign*, *reception*.

PHRASING PRINCIPLES

148. The word *had* when following a pronoun is expressed as shown in the following illustrations:

I had he had they had we had you had

149. The phrases *was-not* and *is-not* are expressed easily and legibly by using the blending principle:

was not he was not it is not

it was not there was not there is not

NOTE: If the contractions *wasn't*, *isn't*, etc. need to be positively indicated, the apostrophe is placed above the forms.

150. BRIEF FORMS FOR COMMON WORDS

record

advertise

previous

occasion

quantity

hundred

improve, -ment

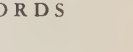
acquaint, -ance

nevertheless, envelope

insure, insurance

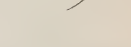
educate, education

difficult, difficulty

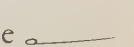
newspaper, inspect 

sufficient

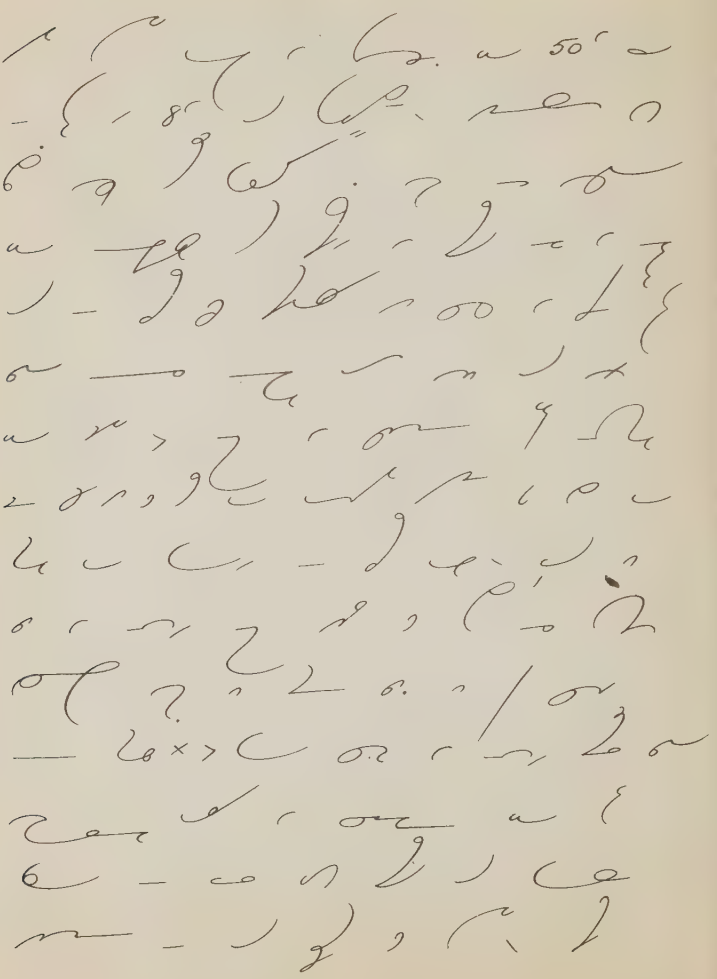
merchandise

determine 

pleasure

catalogue 

151. READING AND DICTATION PRACTICE



152. WRITING PRACTICE

1. Apparently, this new house is endeavoring to underwrite the entire issue of the ship-canal bonds without calling upon any of the stronger and better-known houses.

2. Were you present yesterday evening at the reception to the new minister from France?

3. We have failed to find in the inventory any record of the number of batteries on hand December 31.

4. They discovered that the dispatch had not been delivered until after the stock market had opened.

5. The factory promptly made the consignee a satisfactory refund on the carload of goods.

6. It would be easier to replace those old buildings than to repair them.

7. I want you to change your window display every other day after closing hours.

8. The collection agency moved cautiously in the matter of collecting the old accounts that had been referred to it by the Retail Dealers' organization.

9. The Committee will hold its second session at the White House tomorrow morning.

Dear Madam: In the hope that we may be of some help to you in completing your shopping list for the summer season, we wish to call your attention to our mesh bags. Our complete line gives you a wealth of unusually pretty styles at very reasonable prices.

A visit to our Jewelry Department to look at these bags will prove profitable to you. Very truly yours,

CHAPTER VII

UNIT 19

TEN-DEN, TEM-DEM BLENDS

153. By blending *t* or *d* with *n* or *m* facile blends result, which make possible the writing of many syllables with but one movement of the pen:

blended becomes and expresses *ten*, *den*

blended becomes and expresses *tem*, *dem*

154. WORD DRILL

sudden		continue		broaden	
written		continued		danger	
threaten		continues		tender	
hidden		continuous		denote	
extension		intention		dinner	
evidence		deny		tonight	
sentence		distance		tennis	
condense		residence		contain	

cotton	retain	timber
tenant	item	victim
sustain	items	attendance
captain	itemize	continent
obtain	academy	bulletin
attain	autumn	tendency
dense	random	attainable
button	attempt	maintain
sweeten	freedom	estimate
audience	bottom	medium
detain	wisdom	temple
timid	temper	seldom

155. The blend is not employed when a strongly accented vowel or diphthong occurs in the syllable. Such words as *dean*, *dine*, *team*, *tame*, *dome*, *dime*, and other words of one syllable are written in full. The syllable *tain*, as in *maintain*, *attain*, however, is expressed by *ten*.

156. Where it is possible to use either *ten-den* or *ent-end*, as in *intention*, the right-motion blend is given preference.

PHRASING PRINCIPLES

157. The blending principle makes possible some interesting and valuable phrases:

to me	to make	at any time
to my	at once	in due course
to meet	it must be	in due time
to mean	it may be	what to do
to know	at any	to draw

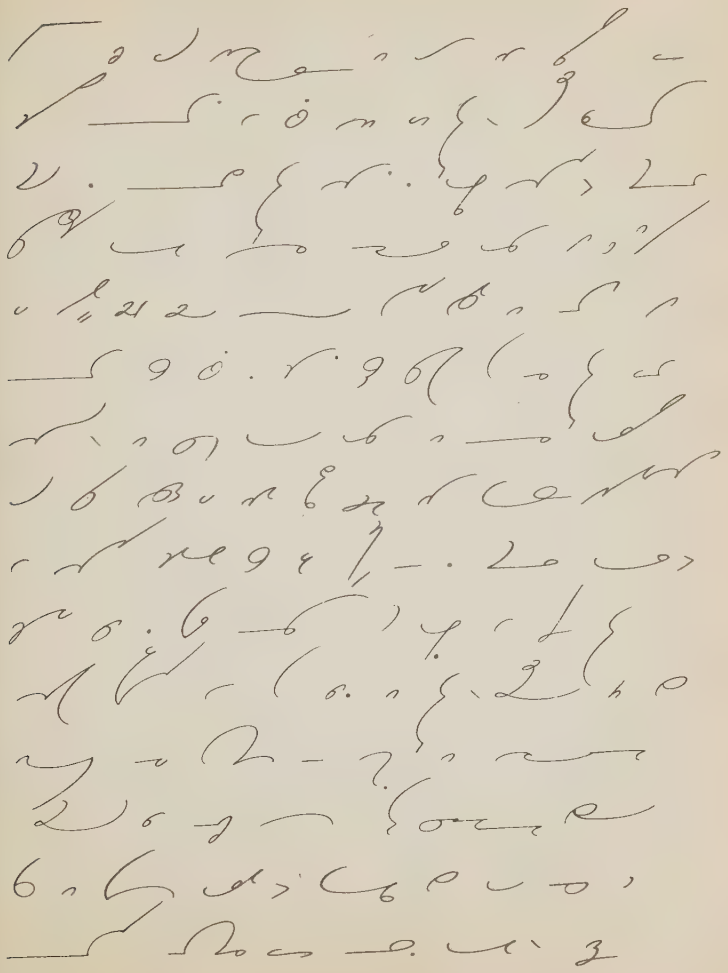
158. When *do-not* is preceded by a pronoun, it is expressed by the sign *den*:

I do not		we do not believe	
I do not see		they do not	
I do not know		they do not know	
I do not believe		you do not	
we do not		you do not know	

159. When necessary, *don't* may be distinguished from *do not* by writing *don* for *don't*, thus:

I don't	we don't	they don't

160. READING AND DICTATION PRACTICE



UNIT 20

METHOD OF EXPRESSING R

161. A circle or loop is written with the left motion to express *r* following the vowel:

Between a downward character,

and a forward straight stroke, ; compare the following forms:

Right-motion: chat sham bin fame

Left-motion: chart charm burn farm

NOTE: The circle is placed *above* the next stroke after *p*, *b*, as in *burn*, *bird*, and below the next stroke in all others, as in *charm*, *farm*.

There is a tendency in rapid writing to curve a straight line when it is followed by a circle. Therefore the distinctive method of joining the circle when it is written with left motion after straight strokes is adopted to prevent any possibility of misreading. Compare *germ* and *bird* in the following drill:

162. WORD DRILL

barn		spurt		cheered	
bird		spared		shared	
period		experts		repaired	
barter		shirt		chairman	
burner		charter		germ	

convert
farmer
varnish

avert
farmers
pertain

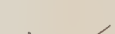
adjourn
fern
burden

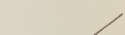
adjourned
fertile
pertinent

163. Between a horizontal and an upward stroke the circle is turned with a left motion on the upward stroke to express *r* following the vowel:

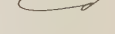
cart
courtesy
guarantee

card
courteous
girder

curt
mart
smart 

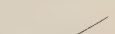
guard
merit
lard 

guard-ian
skirt
flirt

garden
inert
alert 

164. Before straight lines, *s* in *ser*, *cer*, *sar*, and *th* in *ther*, *thir*, may be written contrary to the usual method of joining to express *r*:

desert
concert
insert

discern
concern
inserted 

insertion search sermon

assert serge third

asserted surgeon thirty

assertion surmise thermometer

165. R Omitted. In many words containing *ar*, *er*, *or*, *ir*, as in the words *large*, *serve*, *warm*, *sort*, *firm*, *circle*, *corner*, the *r* is omitted.

In applying this principle advantage is simply taken of dropping a sound that ordinarily is not stressed in speaking.

166. WORD DRILL

large reverse endorse

larger reserve surprise

learn toward surplus

turn towards orchestra

terms sport quarter

north born war

northern board warn

cord border warmth

warrant
court
western

serve
source
modern*

service
storm
southern

services
firm
assortment

surface
circle
nervous

sort
certain
worry

corn
ascertain
worth

corner
eastern*
worthy

*The syllables *tern*, *dern* are expressed by *ten*.

167. The termination *worthy*, as in *noteworthy*, *trustworthy*, is expressed by *thī*, and *worth* by *ŭth*, thus:

noteworthy
trustworthy
Ainsworth

168. The Syllable Ther. The syllable *ther*, as in *either*, *other*, is conveniently expressed by the sign for *th*:

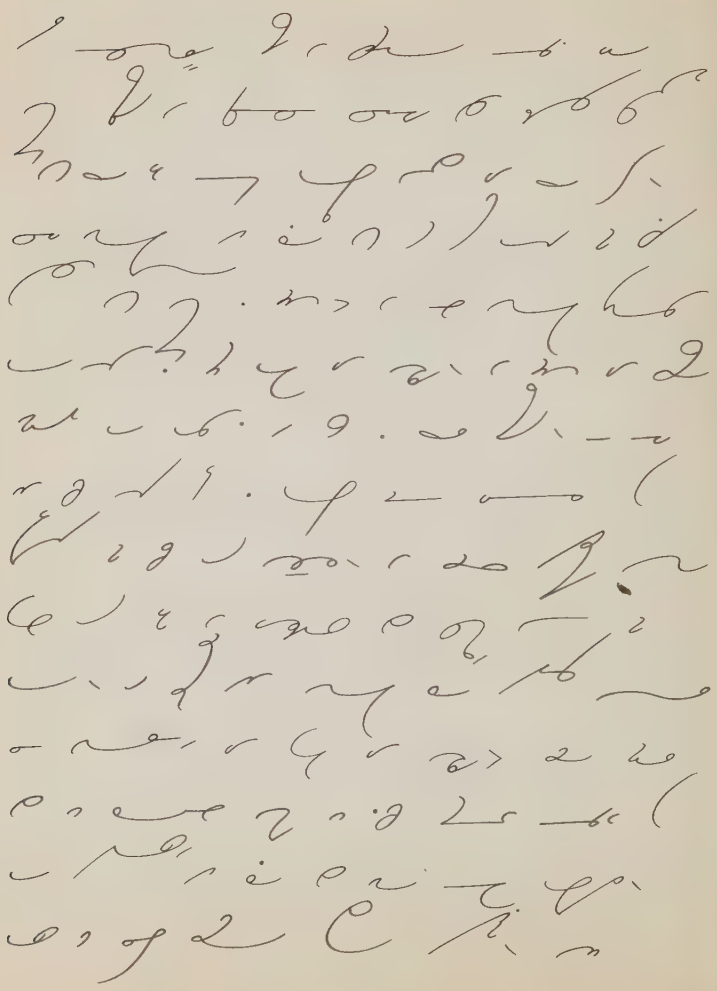
mother
bother
father*

neither
brother
leather

gather
weather
hitherto

*The left-motion *th* is used in *father* to distinguish this word from *faith*, which otherwise would have the same form.

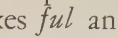
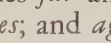
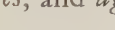
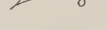
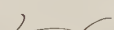
169. READING AND DICTATION PRACTICE



UNIT 21

COMMON PREFIXES AND SUFFIXES

170. The prefixes *for*, *fore*, *fur* are expressed by *f*. The suffixes *ful* and *ify* are expressed by *f*; *self* by *s*; *selves* by *ses*; and *age* by *j*:

forget		useful		itself	
forgive		notify		themselves	
forgotten		modify		ourselves	
foresee		certify		yourselves	
furniture		dignify		courage	
furnish		simplify		storage	
awful		myself		baggage	
wonderful		yourself		manager	
helpful		himself		average	
thoughtful		herself		package	

NOTES: (1) The syllable *ture* is written *tr*. (2) The vowel in *baggage* is omitted to distinguish the form from *package*. (3) When *for* or *fore* is followed by a vowel, disjoin *f* close to the next character, as in *forearm*. When *for* or *fore* is followed by *r* or *l*, form an angle after *f*, as in *forerunner*, *furlong*.

PHRASING PRINCIPLES

171. In phrases, the words *ago*, *early*, *few*, *him*, *hope*, *sorry*, *want*, *sure*, *possible*, are modified as shown below:

to *him*

I told him

we told him

I *hope*

we hope

I hope to hear

I am *sorry*

we are sorry

I *want*

you want

we want

if you want

do you want

early reply

at an early date

days *ago*

weeks ago

months ago

years ago

day or two ago

week or two ago

as near as *possible*

few days

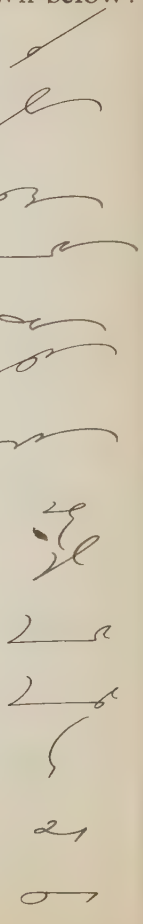
few months

few minutes

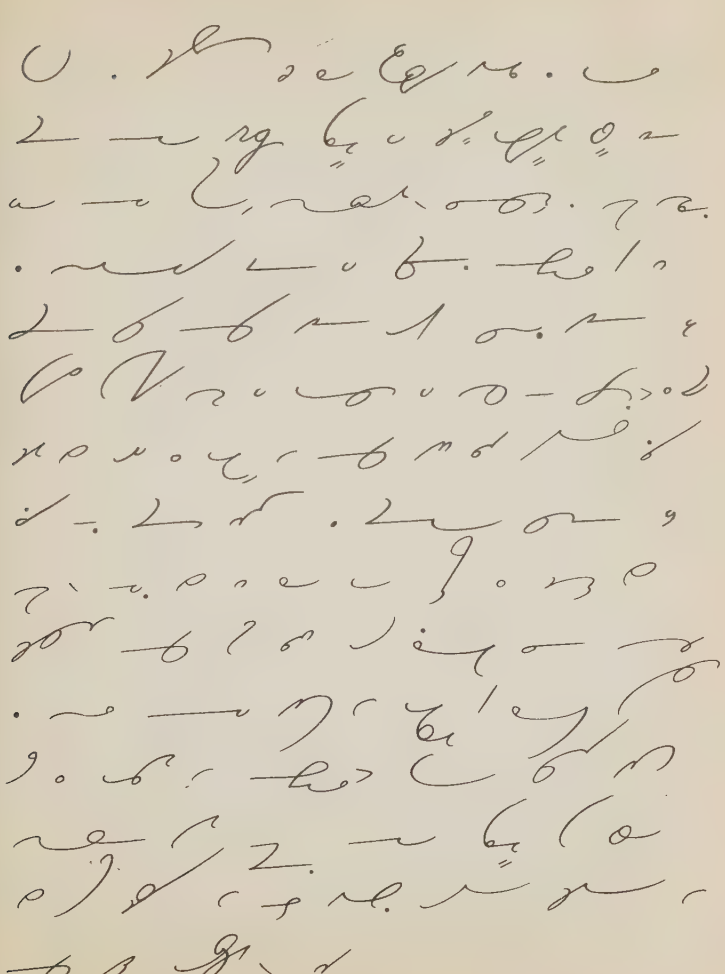
be *sure*

we are sure

I am sure



172. READING AND DICTATION PRACTICE



173. WRITING PRACTICE

1. This land is apparently owned by a group that received it as a grant from the Government, and I believe it is tax exempt.

2. The trend is to employ better-trained people in the printing industries, to prevent the losses entailed by errors in judgment.

3. We look for a cold winter, which will have a pronounced effect on the lumber market in this section.

4. We are sorry that the catalogue did not reach you in time to be of service in this particular instance.

5. If you want to see him in regard to the matter about which we talked yesterday, phone him; and if he is unable to see you, then he will arrange for a meeting at a later date.

6. We have looked over the carbon copy of the letter in question and are unable to find any reference to previous prices.

7. Sufficient improvement has been noted in the trend of the market to suggest that you buy now.

8. The vowel is inserted in the word "package" to enable the writer instantly to tell the difference between the forms for "package" and "baggage."

9. While at the village, I received a message from my employer asking me to send the package to his foreign address.

10. I have forgotten his name, but I suppose the hotel people will remember him.

11. The paper has been properly signed by the joint owners and sent to the land office.

CHAPTER VIII

UNIT 22

OMISSION OF FINAL T

174. When slightly enunciated, *t* is omitted at the end of many words.

WORD DRILL

(*t* omitted after *s*)

best		largest		adjust	
rest		modest		adjustment	
west		hardest		disgust	
test		earnest		insist	
latest		honest		consist	
contest		request		persist	
protest		finest		resist	
detest		past		exist	
invest		last		artist	
oldest		just		exhaust	
forest		justice		cost	

175. WORD DRILL

(*t* omitted after *k*, *p*, *den*)

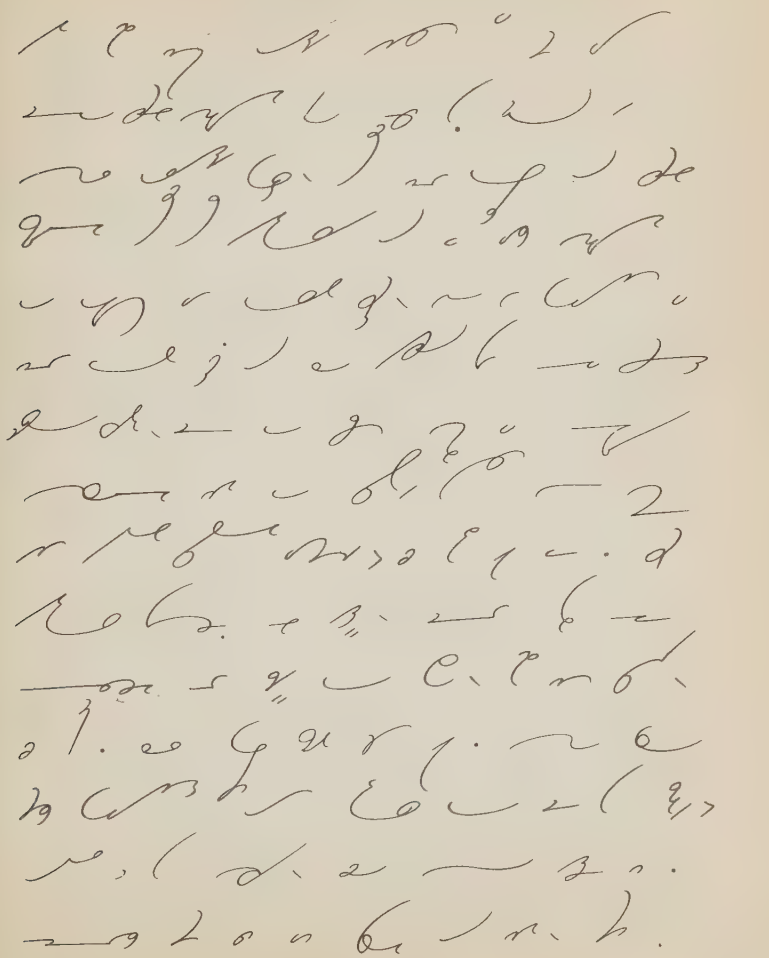
act		project		induct	
enact		affect		adapt	
fact		defect		adopt	
exact		detect		abrupt	
contact		strict		president	
elect		conduct		evident	
select		product		resident	
erect		deduct		student	

176. WORD DRILL

(*t* is written in the following words)

lost		dust		worst	
east		taste		distant	
fast		missed		intent	
cast		mixed		content	
vast		post		extent	
least		coast		patent	

177. READING AND DICTATION PRACTICE



UNIT 23

OMISSION OF D

178. When slightly enunciated, *d* is often omitted:

mind dividend expound

remind intend compound

command extend compounds

demand extends abound

diamond pound beyond

179. The *d* is written in the following words:

commend contend attend

180. *D* is omitted when it immediately precedes *m* or *v*:

admit admir-able admon-ish

admit-tance advent adverb

admitted adventure admire

advocate adverse advance

admira-tion adversary advise(ce)

181. In the words *admire*, *advice*, *advise*, *advance*, coming under this rule the initial vowel also is omitted to facilitate phrasing, as illustrated in the

following useful phrases:

we admire in advance we advise

182. Where the last letter of a primitive form is omitted, the past tense is indicated by a disjoined *t*, thus:

contested insisted extended

requested demanded compounded

PREFIXES AND SUFFIXES

183. The syllable *ul* is expressed by the $\overline{oo}$-hook; *al* (pronounced *aw-l*), by the $\bar{o}$-hook. The sign *al* has already been given in the words *also*, *almost*. *Sub* is expressed by a joined *s*; *less*, by *l*:

ulster alterna-tive subway

ultima-tum submit thought-less

almanac substance home-less

alternate* subside needless

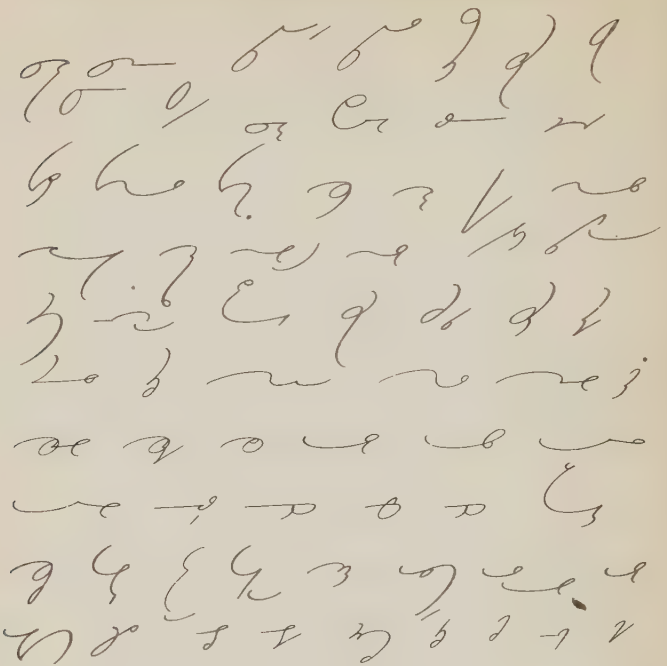
*For convenience, the root form of the word *alter* is retained in derivative forms, although the pronunciation changes.

184. Before *r*, *l*, *ch*, *j*, or a hook, *s* is written contrary to rule to express *sub*, as in *suburb*, *sublime*, *subchief*, *subjoin*.

185. When *sub* is followed by a circle vowel, *s* is disjoined and placed on the line close to the following character, thus:

subeditor subhead

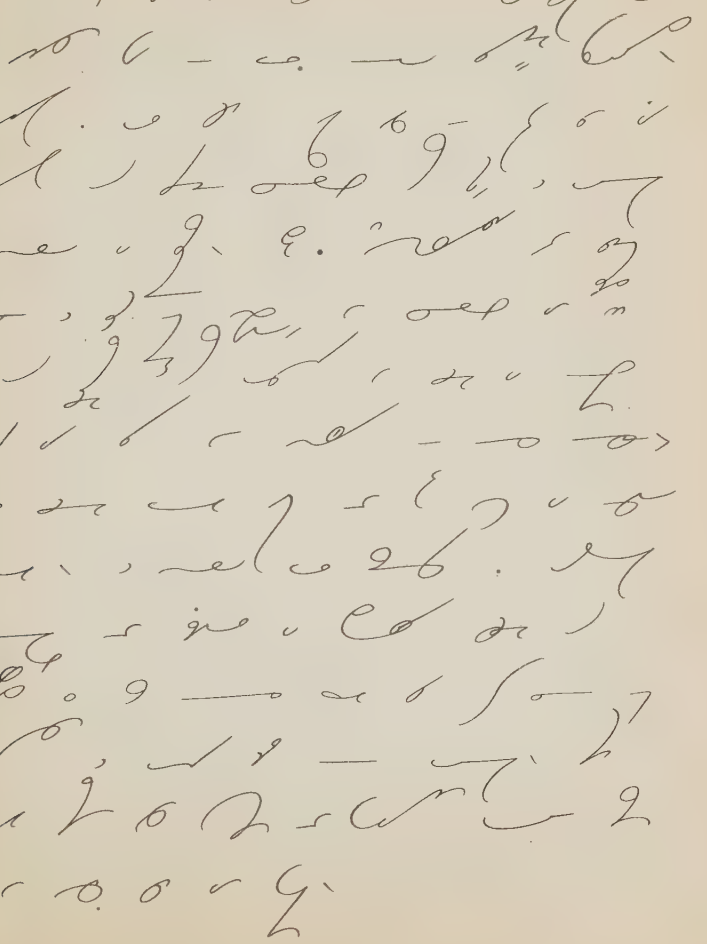
186. BRIEF-FORM DERIVATIVE DRILL



187. KEY TO BRIEF-FORM DRILL

1. acceptable, acknowledgment, addressed, addressee, advantageous, advisable, agreeable; 2. agreement, agreed, answers, appearance, appointment, asked; 3. beautiful, booklet, bookkeeping, careful, causes, charged, clearly; 4. collectible, considerably, correspondent, credits, desirous, educational; 5. effective, enclosure, explanation, favorable, favorite, favors, forced; 6. formerly, fully, greater, greatly, goodness, houses; 7. kindness, kindest, kindly, letters, likely, longer; 8. longest, mostly, myself, namely, names, obligations; 9. occasionally, preparation, publisher, purchaser, qualities, recovered, regardless, regards; 10. representative, satisfactorily, necessarily, necessity, successfully, surely, usually, unusual, wished.

188. READING AND DICTATION PRACTICE



UNIT 24

PHRASING PRINCIPLES

189. Words Omitted. Any unimportant word may be omitted where the sense requires its restoration in transcribing:

in the world		here and there	
ought to be		ought to have	
day or two		ought to receive	
more or less		in reply to your	
little or no		for the time being	
one or two		question of time	
week or two		out of the question	
son-in-law		one of the most	
one of our		sooner or later	
in order to see		in a week or two	
some of them		in reference to the matter	
some of those		in regard to the matter	

up to the time

by the way

on the market

on the subject

on the question

in the matter

in the market

hand in hand

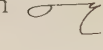
that is to say

able to say

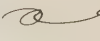
more and more

glad to see

I am of the opinion

in such a manner 

kindly let us know

in order to prepare 

little or nothing

one of the best

in a day or two

on account of the way

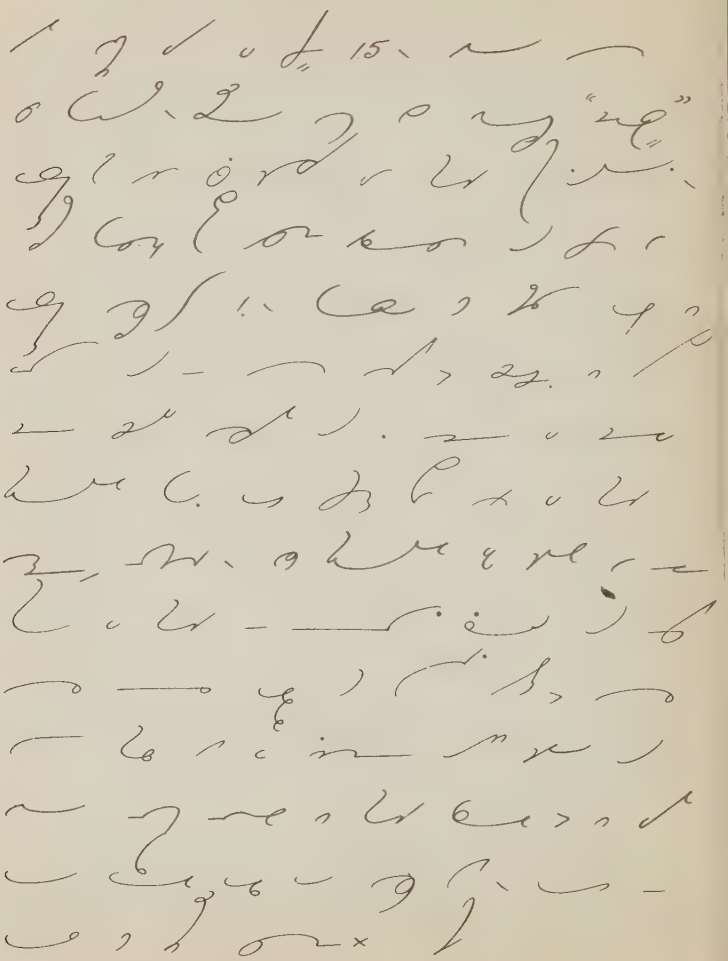
I should like to have

I should like to know

Notes: 1. To secure facility in execution, split up long phrases and practice progressively, as, for example, *I should*, *I should like*, *I should like to know*.

2. The use of such expressions as *in reply to your*, *for the time being*, *in regard to the matter*, etc. is to be discouraged. They are not sanctioned by careful writers of English. Nevertheless they are still widely in use in business correspondence, and to prepare students for the kind of dictation they will receive, it is necessary to draw attention to these phrases.

190. READING AND DICTATION PRACTICE



191. WRITING PRACTICE

1. We feel that the extension of the project will not in any way affect the operating costs.

2. The demand for the compound is beyond our power to handle, as the supply of raw products is very limited.

3. I admit that we must admire the way in which he managed his company through a desperate period in its history.

4. We shall attempt to adjust the price of the product to the figure you name, but it is evident that the existing cost of raw products will make this very difficult.

5. Just how the act will affect the sales is hard to predict, but I am almost sure that an adjustment is necessary. The worst feature of the arrangement for the extension of the coast line is that it will greatly reduce, if not exhaust, our present surplus.

6. It is evident from your latest request that you are against the extension of the bond issue, but it is hoped that as a student of finance you will realize that the extension of our operating capital is consistent with modern methods.

7. Stocks and bonds are the two forms of investment most often chosen by the young man or young woman who has heeded the saying we have all heard nearly every day since we were born, that is, "The wise man spends less than he receives."

8. Therefore, when you are ready to start investing, it is much the best plan to rely on an investment bank to recommend the type of investment exactly suited to your needs. It will save you a lot of worry and will cost you nothing.

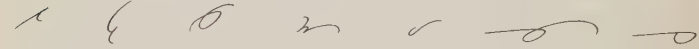
CHAPTER IX

UNIT 25

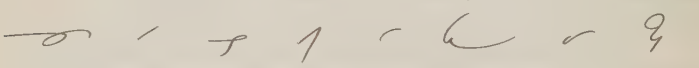
THE ABBREVIATING PRINCIPLE

192. The application of the abbreviating principle discussed in Chapter I, paragraph 23, many illustrations of which previously have been given, is more or less flexible and depends to a large extent upon the familiarity of the writer with the words and subject matter in the dictation. Note how the principle is applied in the following illustration:

It is *pos*sible that the *suc*cess of the *mag*azine may



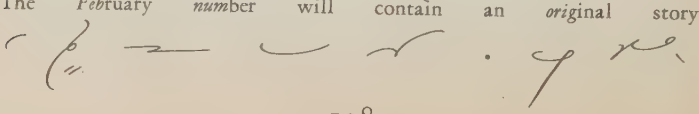
make it *neces*sary to change the *pol*icy of the *asso*ciation



at the next meeting in *Phila*delphia sometime in *Jan*uary.

Have you a *memo*randum of their *finan*cial standing?

The *Feb*ruary *num*ber will contain an *orig*inal story.



The abbreviating principle is not employed when advantage may be taken of analogical or definite word-building rules, and it should not be employed when easily written word forms are possible without it. A good rule to apply to any word is: When in doubt, write it out.

193. **Short Words.** In a small but useful group of common words—many illustrations of which have been given throughout this manual in "Brief Forms for Common Words"—the form stops with a diphthong or a strongly accented vowel:

arri(ve)
lou(d)
li(ght)

deri(ve)
sou(th)
pri(vate)

enga(ge)
poo(r)
glo(ry)

stri(ke)
pu(re)
invi(te)

gra(de)
cu(re)
provi(de)

tra(de)
pecu(liar)
procee(d)

dou(bt)
confu(se)
deci(de)

crow(d)
excu(se)
preva(il)

prou(d)
refu(se)
repe(at)

stoo(d)
beca(me)
opera(te)

194. Long Words. An analysis of hundreds of words shows that the abbreviations of long words fall into three classes, from which the following rules have been established:

195. If there is a longhand abbreviation, it is generally used, if it furnishes a distinctive outline, as in the words *amount (amt.)*, *April (Apr.)*, *balance (bal.)*, *memorandum (memo.)*:

amount (amt.)		R.R.	
balance (bal.)		O.K.	
boulevard (blvd.)		free on board (f.o.b.)	
discount (dis.)		paid (pd.)	
magazine (mag.)		Street* (St.)	
England (Eng.)		horse power (h.p.)	
memorandum* (memo.)		U. S.	
post office (P.O.)		U. S. A.	
equivalent (equiv.)		ultimo (ult.)	
America (Am.)		etc.	

**Memoranda* is written *mema*; *street* is written *st* only with a street name, otherwise *str.*

196. Write through the accented syllable if the outline is distinctive. Illustrations: *abbrev* for *abbreviate*; *lang* for *language*; *elab* for *elaborate*, etc.:

authent(ic)

cap(able)

certif(icate)

conven(ience), conven(ient)

coop(erate)

cus(tom)

depos(it)

devel(op)

dup(licate)

estab(lish)

finan(cial)

illus(tration), illus(trate)

imag(ination), imag(ine)

lang(uage)

leng(th)

lib(erty)

mater(ial)

of(fer)

orig(inal)

pleas(ant)

pop(ular)

pol(icy)

prej(udice)

prin(ciple), prin(cipal)

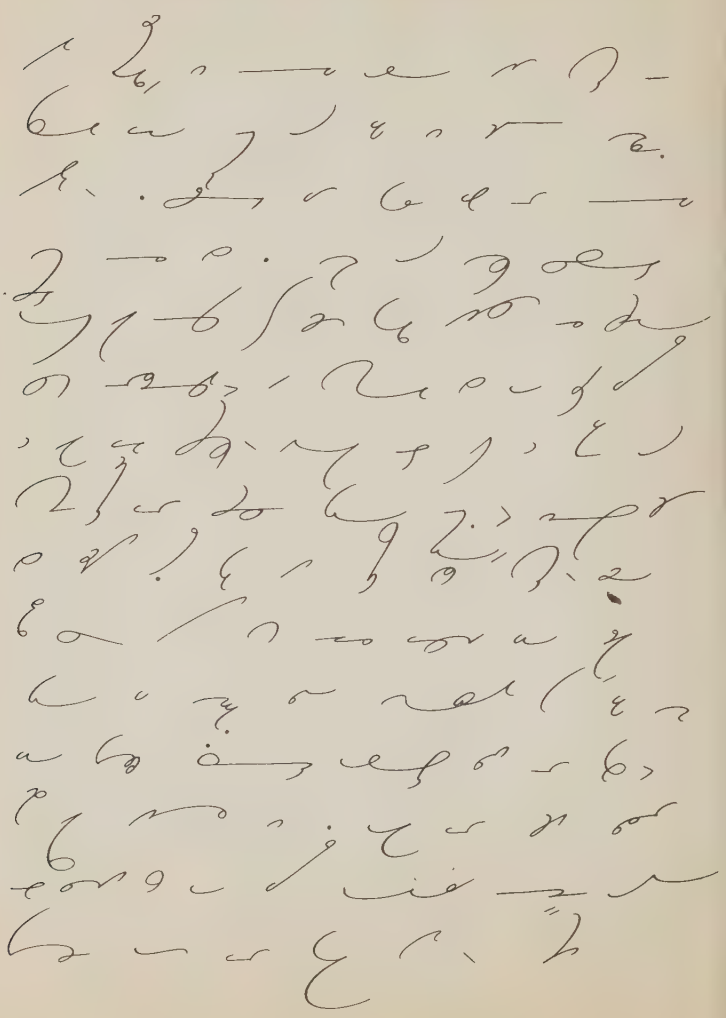
rel(ative)

priv(ilege)

trav(el)

un(ion)

197. READING AND DICTATION PRACTICE



UNIT 26

THE ABBREVIATING PRINCIPLE

(Continued)

198. Write through the consonant following the accented syllable, if writing through the accented syllable does not give a sufficiently distinctive form.

To illustrate, writing *ab* for the word *absent* would not be sufficiently distinctive, but by writing *abs*, the word is immediately suggested. In context, *at* would not suggest *attitude* or *attribute*, but *atit* and *atrib* would furnish perfectly legible forms:

abs(ent), abs(ence)

abso(lute)

accomp(lish)

appreciate, -tion (appresh)

associa(tion) (asosh)

attit(ude)

benef(it)

canc(el)

corp(oration)

enthus(iasm)

essential (esensh)

freq(uent)

indic(ate)

journ(al)

loc(al)

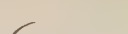
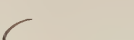
splend(id)

recipr(ocate)

num(erous)

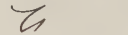
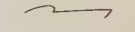
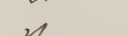
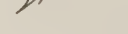
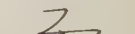
ordin(ary)

spec(ify)

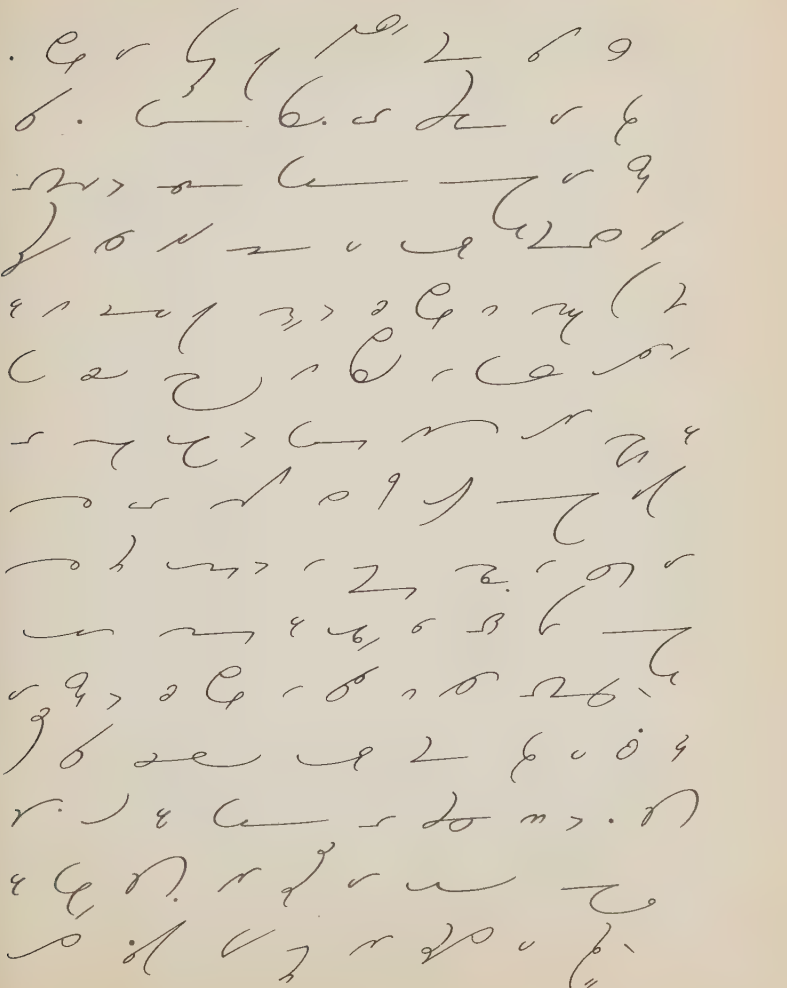
perman(ent)		simil(ar)	
promin(ent)		social (sosh)	
pract(ice)		tit(le)	
rend(er)		tot(al)	
separ(ate)		territ(ory)	

OMISSION OF VOWEL BEFORE "SHUN"

199. The vowel is omitted in the terminations *tition*, *tation*, *dition*, *dation*, *nition*, *nation*, *mission*, *mation*:

repetition		consolidation	
competition		commission	
station		information	
quotation		permission	
notation		intimation	
edition		definition	
addition		combination	
condition		recognition	
foundation		destination	

200. READING AND DICTATION PRACTICE



UNIT 27

COMPOUND WORDS

201. A number of compounds may be obtained by joining brief forms:

any:

be:

ever-y:

here:

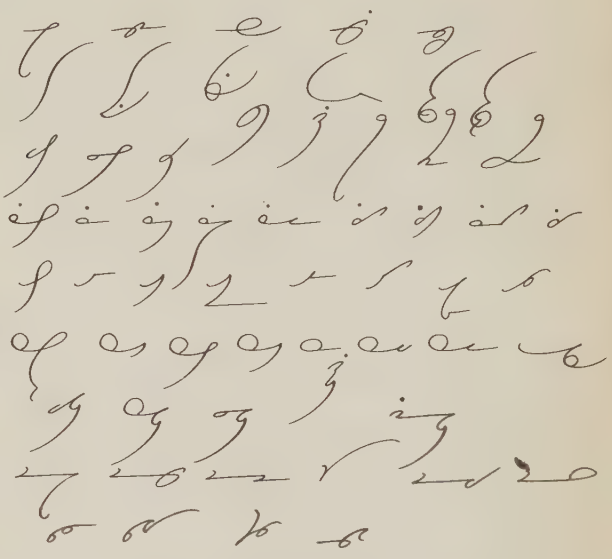
there:

where:

soever:

some:

with:



202. KEY TO COMPOUND WORDS

any: anybody, anyone, anywhere, anyhow, anyway.

be: before, beforehand, behindhand, belong, beside, besides.

ever-y: whatever, whenever, whichever, however, whoever, everybody, everyone, everywhere.

here: hereafter, herein, hereinafter, hereinbefore, hereon, hereto, heretofore, hereunto, herewith.

there: thereafter, therein, therefore, therefrom, thereon, thereto, thereupon, therewith.

where: whereabouts, whereas, wherever, wherefore, wherein, whereof, whereon, elsewhere.

soever: whatsoever, wheresoever, whensoever, whosoever, whomsoever.

some: somebody, somehow, someone, sometime, somewhat, somewhere.

with: within, withstand, forthwith, notwithstanding.

NOTE: Slight modifications or omissions are made in the forms for *anywhere*, *anyhow*, *hereinafter*, *herewith*, *however*, *sometime*, *somewhere*, and the compounds beginning with *every*. These should receive special attention. The form for *notwithstanding* is *not-with-s*.

203. IRREGULAR COMPOUNDS

meanwhile otherwise thanksgiving

FIGURES, ETC.

204. After numerals the word *dollars* is expressed by *d*; *hundred* by *n* placed under the numeral; *thousand* by *th*; *million* by *m* placed on the line close to the numeral; *billion* by *b*; *pounds* (weight or money) by *p*; *gallons* by *g*; *barrels* by *br*; *bushels* by *bsh*; *feet* by *f*; *francs* by *fr*; *cwt.* by *nw*; *o'clock* by *o* placed over the numeral:

$5		5,000		5,000,000*	
500*		$5,000		$5,000,000	
$500		500,000		5 lbs. (or £5)	

*The sign for *hundred* is placed beneath the figure to distinguish it positively from *million*, which is written beside the figure.

500 lbs. (or £500)		5 barrels		5 o'clock	
£5,000		5 bushels		500 feet	
£500,000		5 feet		5 francs	
5 gallons		5 cwt.		500 francs	

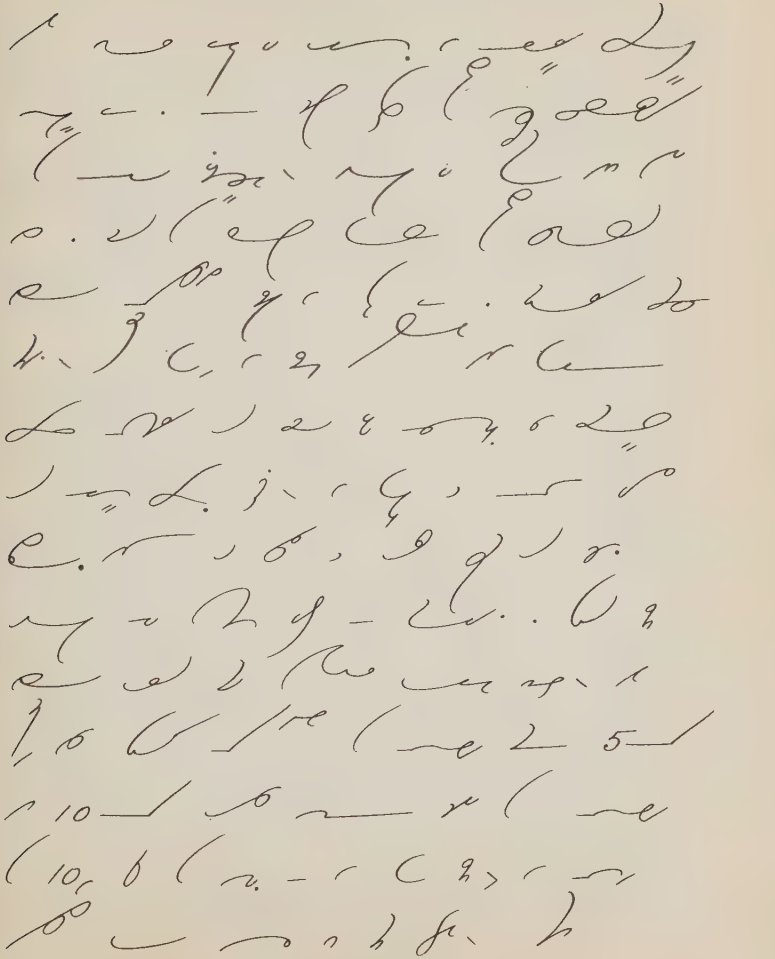
205. The above signs may be used after the article *a* and such words as *per, few, several*:

a dollar		several hundred	
a pound		several hundred dollars	
a million		a thousand dollars	
a gallon		few thousand dollars	
per hundred		a hundred thousand	

206. *Cents* when preceded by dollars may be expressed by writing the figures representing them very small and above the numerals for the dollars; when not preceded by dollars, the sign for *s* is placed above the figures. *Per cent* is expressed by *s* written below the figures; *per cent per annum* by adding *n* to *per cent*.

$8.50	five cents	five per cent	five per cent per annum

207. READING AND DICTATION PRACTICE



208. WRITING PRACTICE

1. A few thousand dollars will be needed to begin the repairs on the bridge at Omaha. It is estimated that the total cost will be about $50,000.

2. Owing to the strike, the goods are coming through in very poor condition, and many of the shipments must be refused.

3. A trial of the peculiar device showed that it was not capable of developing even approximately the power claimed for it.

4 We are anxious to be invited to the private view of this new establishment, and especially of its elaborate and conspicuously beautiful decorations.

5. We are somewhat accustomed to abbreviating words in writing the English language in longhand. This expedient is especially applicable and convenient in writing rapidly. The principle is capable of great development and offers a ready means of providing easy forms for many long words that would otherwise require more elaborate and consequently less fluent outlines.

6. In the Post Office Guide it is suggested that in addressing envelopes the name of the state, written on a line by itself, is more convenient in handling the mail.

7. A peculiar situation has arisen that is likely to prejudice the development and policy of this financial institution.

8. The Reverend Mr. Smith took a conspicuously benevolent attitude toward a policy that was not likely to be successful.

9. A regular feature of the establishment was the inauguration of a fashion show each month.

CHAPTER X

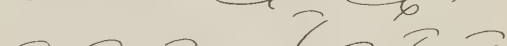
UNIT 28

ANALOGICAL WORD-BEGINNINGS—DISJOINED

209. Certain prefixes or letters are disjoined to express *tr* and a following vowel. The prefix is placed above the line, very close to the remainder of the word:

centr-, center

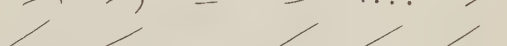
contr-, counter



constr-

detr-, deter

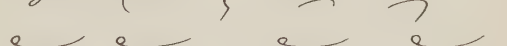
distr-, destr-



electr-, (*or* electric)

extr-, exter, (*or* excl-)

intr-, inter, enter, (*or* intel)



instr-

retr-

restr-

210. KEY TO ANALOGICAL WORD-BEGINNINGS

1. central, center, centralize, centralization, centrifugal.

2. contract, contrary, control, contribute, contrast, counterpart, countersign.

3. construct, construction, constrain, constraint, construe, construed.

4. detriment, detrimental, deteriorate, detract, detraction.

5. destroy, distribute, distribution, distract, distraction.

6. electric, electrical, electrolysis, electric light.

7. extra, extreme, extraordinary, exterior, extricate, exclusive, exclamation.

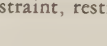
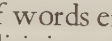
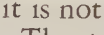
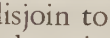
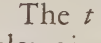
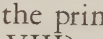
8. interest, interesting, enter, entered, entertain, interfere, introduce, intelligence.

9. instruct, instruction, instrument, instruments, instrumental.

10. retreat, retract, retraction, retribution, retrieve, retrogression.

11. restrain, restraint, restrict, restriction.

211. In forming the derivatives of words ending in *ct*, as in *contract*, it is not necessary to disjoin to express *ed*, *or*, *er*, or *ive*. The *t* is omitted in the primitive form (under the rules given in Chapter VIII), and also in its derivatives:

contracted		instructed	
contractor		instructor	
constructed		instructive	
constructor		extracted	
constructive		restrictive	

detracted affected

active defective

effected detected

effective detective

ANALOGICAL WORD-BEGINNINGS—COMPOUNDS

212. Some very useful forms are obtained by joining simple syllable characters, such as *in, un, dis, re, non,* to the signs for disjoined word-beginnings:

uncontrolled redistribute

unrestrained disinterested

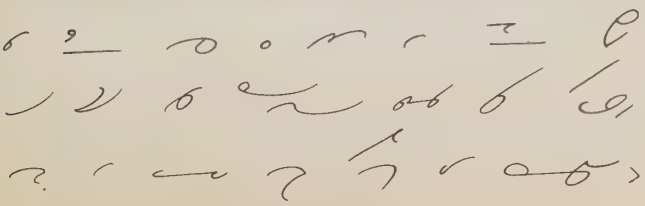
uninteresting indestructible

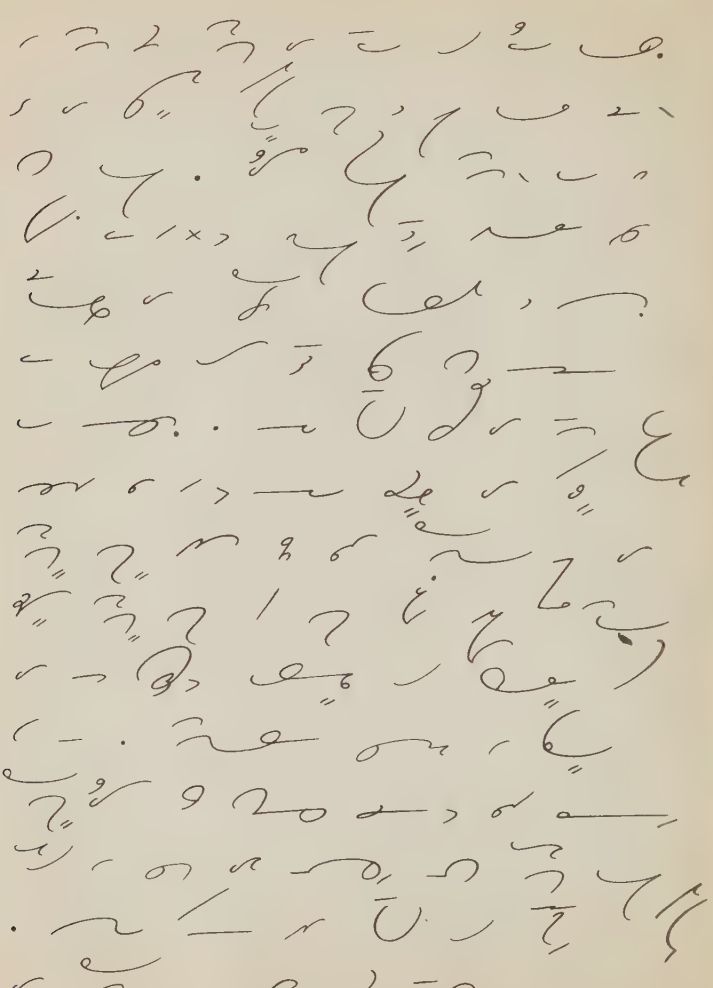
uninstructed inextricable

concentration eccentric

reconstruction misinterpret

213. READING AND DICTATION PRACTICE

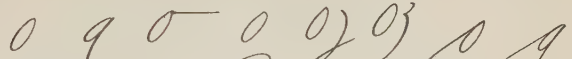




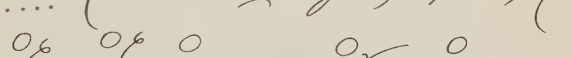
UNIT 29

214. ANALOGICAL WORD-BEGINNINGS—DISJOINED (Continued)

agr-
aggr-

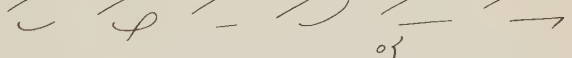


ant-

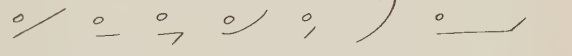


decl-

incl-



magn-
(*or* Mc)



multi

over

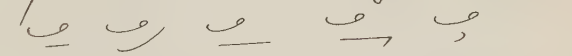
para*

post*

recl-

self, circu,
circum

grand



*The prefix *para* is written above the rest of the word; *post* is written on the line close before the following character.

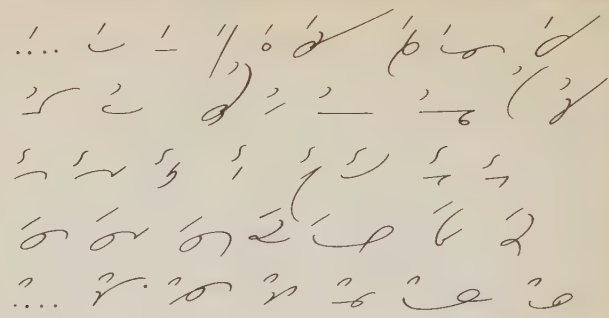
short, ship

super, supre

susp-, suscep

trans

under



215. KEY TO ANALOGICAL WORD-BEGINNINGS

1. agree, agreeable, agreement, agriculture, aggravate, aggressive, disagree, disagreeable.

2. anticipate, anticipation, antagonize, antecedent, anterior.

3. declare, declaration, decline, declined, declaim, declamation.

4. include, incline, inclination, inclined, inclusion, inclusive, inclement.

5. magnify, magnitude, magnificent, magnet, McNeil.

6. multitude, multiple, multiply, multiplication.

7. over, overlook, overtake, overcoat, overthrow, overcome.

8. paragraph, parallel, paramount, paradise, paralysis, parasite.

9. postage, postal, postmaster, postpone, postman.

10. recline, reclined, reclaim, reclamation, recluse.

11. selfish, self-confident, self-control, circular, circulation, circumstances, circus.

12. grand, grandson, granddaughter, grandmother, grandfather.

13. short, shorter, shorten, shortage, shortly, shortsighted, shipshape, shipwreck, shipyard.

14. superintend, superior, supervise, support, supreme, supremacy, superb, supersede.

15. suspect, suspected, suspicious, suspicion, susceptible, suspend, suspense, suspension.

16. transact, transacted, transaction, transfer, translation, transport, transfix.

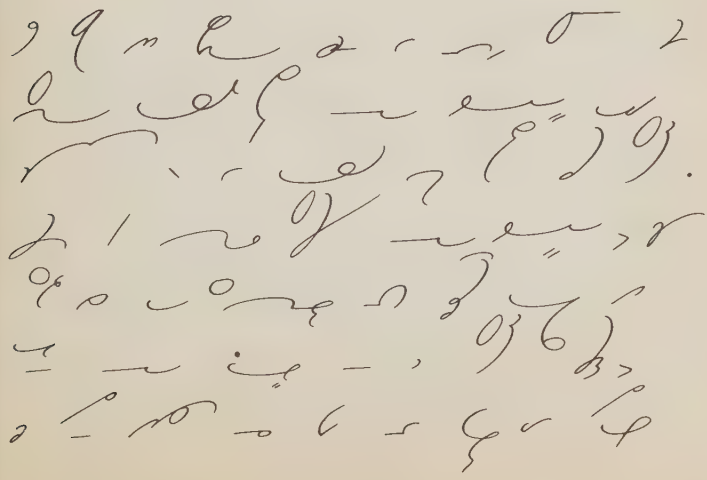
17. under, understanding, undertake, understood, underneath, underline, underwrite.

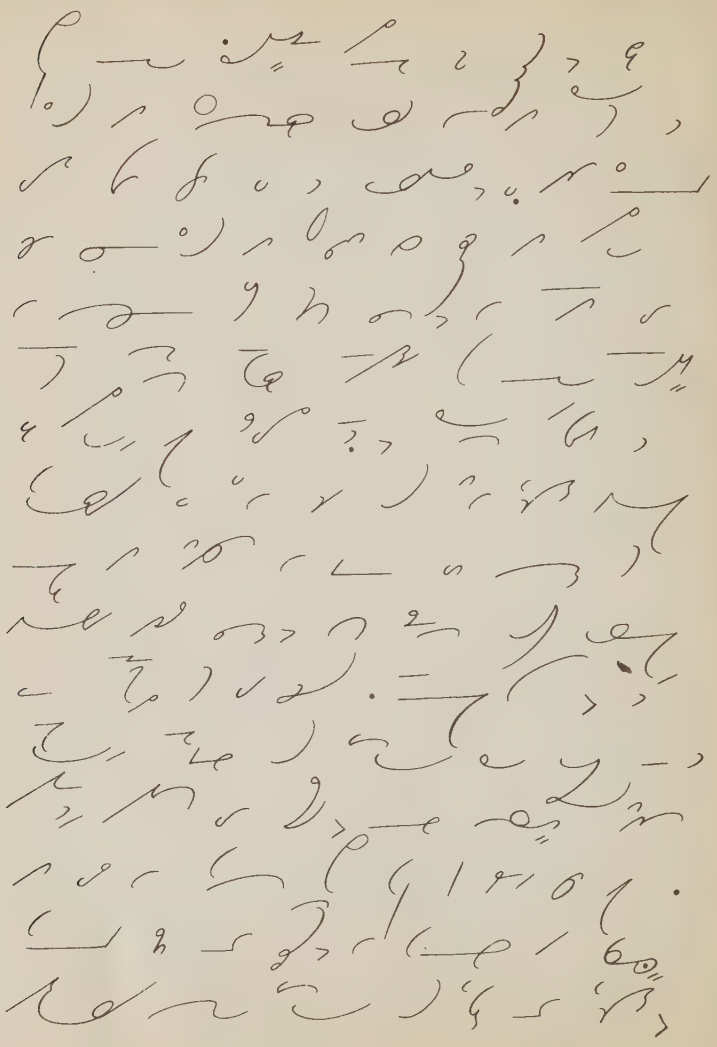
216. ANALOGICAL WORD-BEGINNINGS—COMPOUNDS

(Continued)

self-interest		disinclined	
unselfish		disinclination	
unparalleled		self-contradiction	
unsuspected		unsusceptible	
self-control		untransacted	
unsuspicious		unrestricted	

217. READING AND DICTATION PRACTICE



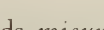


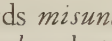
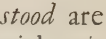
UNIT 30

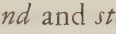
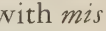
PHRASING PRINCIPLES

218. The words *misunderstand* and *misunderstood* are expressed by *stand* and *stood* placed under *mis*, with *mis* placed on the line of writing. This rule is extended to the words *understand* and *understood* when they are preceded by a pronoun, a brief form, or a short phrase form:

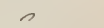
misunderstand I understand

misunderstood  I do not understand

I understood  I cannot understand 

we understood  thoroughly understood 

219. The words *extra*, *enter*, *over*, *under*, *short*, *center*, *counter*, *agree*, *grand* are expressed by the prefixal forms placed over the next word:

extra discount under consideration 

enter the extra fare

enter into short time

over the center line

under any agree with you

220. The word *done* is expressed by the *den* blend in many phrases:

have done

has been done

has done

will be done

would be done

should be done

221. In many phrases the word *than* is expressed by *n*:

quicker than

better than

sooner than

rather than

nearer than

greater than

222. Many useful business phrases may be secured by slightly modifying the form for *us*:

give us

tell us

write us

to us

let us

mail us

223. In many phrases *department* is expressed by a disjoined *d*:

credit department

shipping department

purchasing department

accounting department

224. In a number of phrases the word forms are modified or a word is omitted where the grammatical construction of the sentence would compel its restoration when transcribing:

of course

at once

at any rate

great deal

I always

on hand

as follows

whole lot

one another

day's sight

do you know

great pleasure

your order

first class

whether or not

at all events

to some extent

to a great extent

to such an extent

at the same time

in other words

once in a while

in my opinion

in the first place

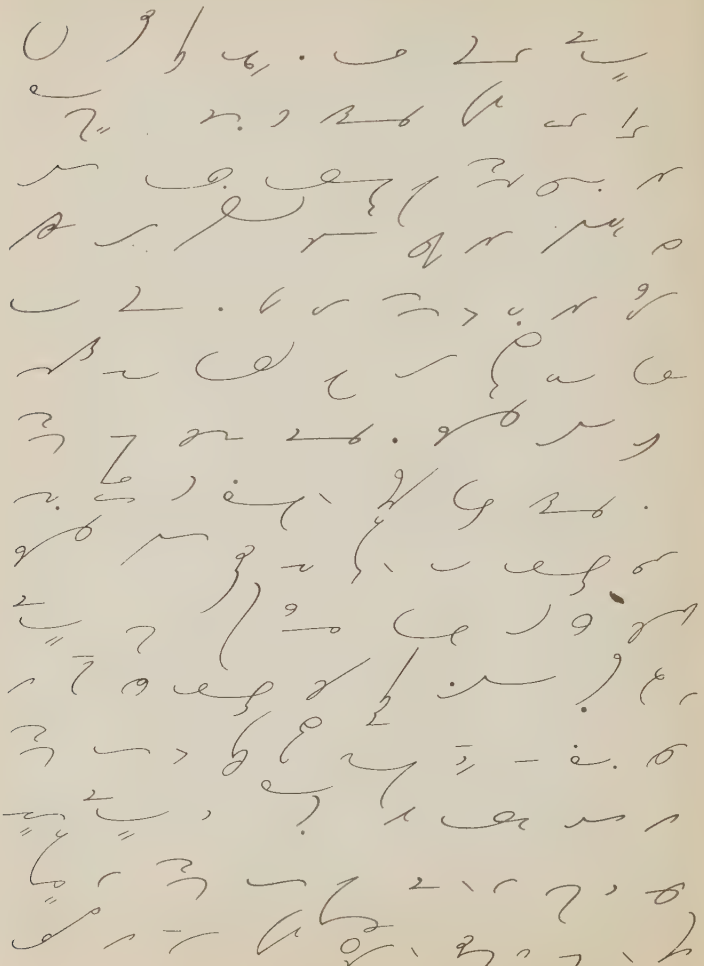
as soon as possible

as a matter of fact

on account of the fact

over and over again

225. READING AND DICTATION PRACTICE



226. WRITING PRACTICE

1. The supreme test of his intelligent understanding of the transaction was revealed in his superior statement regarding it.

2. A shortage in the shipment was discovered by the superintendent, who immediately took the matter up with his superior.

3. We suspect that the error in judgment was due entirely to his susceptible and unsuspicious nature, as well as to his shortsightedness.

4. We shall not overlook his tendency to overcharge our batteries, something that will be overcome by the simple expedient of giving the undertaking to McLain.

5. The instructor attempted to restrain his students from further controversy about the peculiar effects of electrolysis, to say nothing of the heated discussion about centrifugal and centripetal forces.

6. His disinterested attitude led to an unparalleled controversy.

7. Mr. McFadden seemed disinclined to enter into the agreement owing to the aggressive policy and the superior air of the gentleman representing the Paramount Overcoat Corporation.

8. The transfer of the contract may be easily effected, but I am inclined to think that it will be disadvantageous.

9. Both the interior and exterior finishes were designed by Mr. McLaren, of McLaren, McNamara & McIntyre.

10. The reconstruction of the dam was resisted by a multitude of citizens because of the extraordinary declivity of the adjacent walls of the cliff, which would necessitate much extra construction.

CHAPTER XI

UNIT 31

227. ANALOGICAL WORD-ENDINGS—JOINED

-scribe, -scription

-cient, -tient, -ciency

-pose, -position

-pute, -putation

-ure, -ture

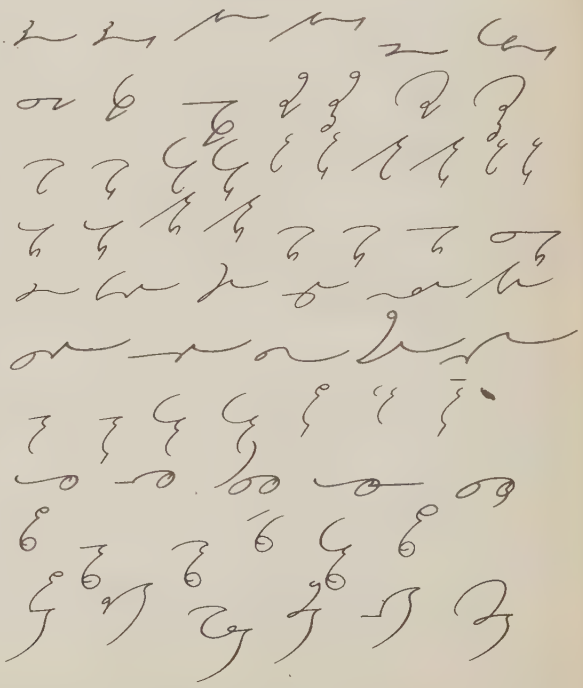
-ual, -tual

-spect, -spection

-quire

-pire

-nsive



NOTE: Occasionally a disjoined prefix precedes a joined suffix, as in *circumspect*, *introspect*, in which case the disjoined sign is written above.

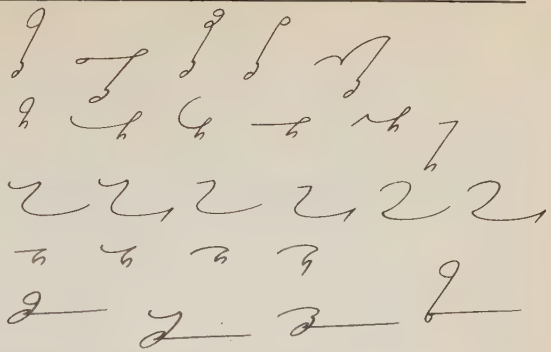
-gency

-sure, -jury, -jure

-flect, -flection, -flict, -fliction

-sult

-nment*



*The "jog" is omitted in the termination *-nment*.

228. KEY TO ANALOGICAL WORD-ENDINGS

1. subscribe, subscription, describe, description, inscribe, prescription.

2. ancient, patient, impatient, efficient, efficiency, deficient, deficiency.

3. compose, composition, propose, proposition, suppose, supposition, dispose, disposition, oppose, opposition.

4. repute, reputation, dispute, disputation, compute, computation, impute, amputation.

5. secure, picture, feature, nature, creature, departure.

6. actual, mutual, equal, eventual, continual.

7. inspect, inspection, prospect, prospective, expectation, circumspect, introspection.

8. require, inquire, acquire, requirement, acquires.

9. expire, inspire, conspire, transpire, perspire, aspire.

10. expensive, extensive, comprehensive, offensive, intensive, defensive.

11. agency, emergency, exigency, urgency, contingency.

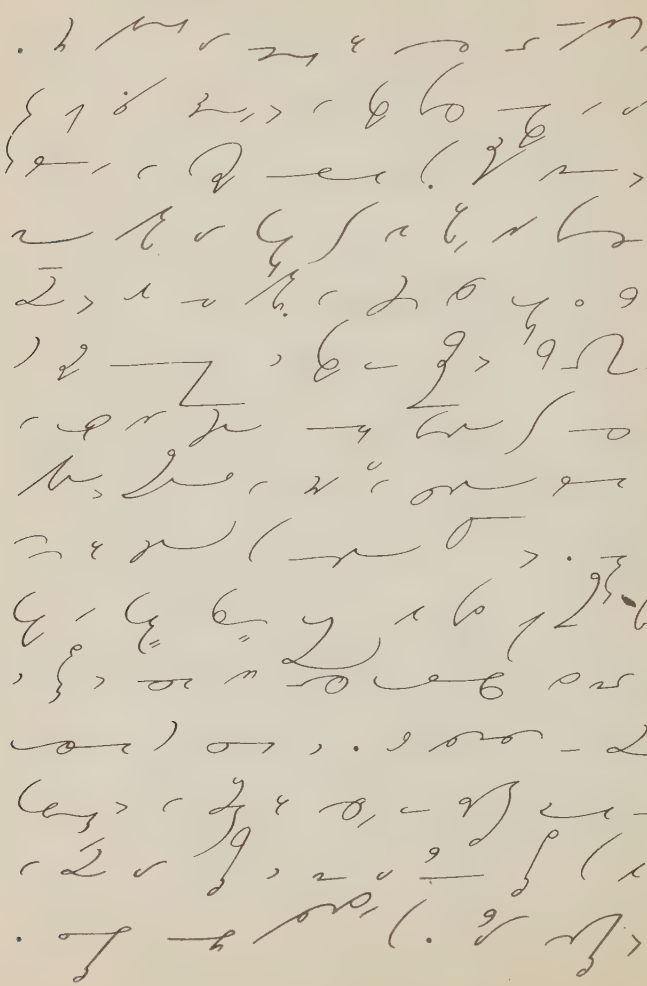
12. assure, leisure, pressure, measure, treasure, injure.

13. reflect, reflection, inflict, infliction, conflict, confliction.

14. insult, result, consult, consultation.

15. assignment, refinement, consignment, adjournment.

229. READING AND DICTATION PRACTICE



UNIT 32

ANALOGICAL WORD-ENDINGS—DISJOINED

230. In most of the disjoined word-endings the vowel preceding the ending is understood, as in *art(i)cle*, *barn(a)cle*, *dom(e)stic*, *cal(a)mity*, *extr(e)mity*, *auth(o)rity*, *sec(u)rity*:

-ical, -icle, -acle

-tic, -tical, -tically

-lity

-ulate, -ulation

-bility

-city

-logy, -logical

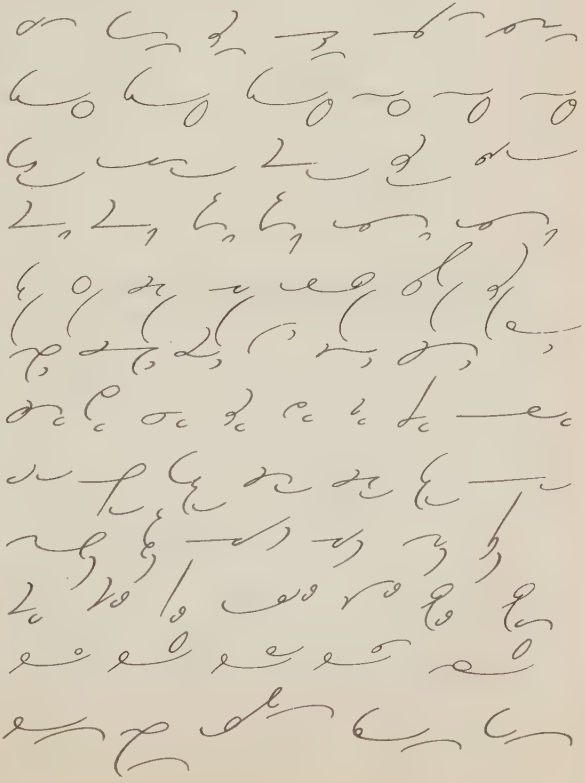
-rity

-fication

-ograph-y

-egraph-y

-gram, -grim



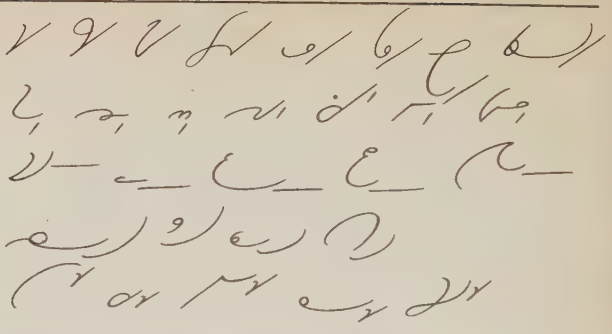
-ward,* -hood

-ship

-mental

-mity, -nity

-stic



*In the words *forward*, *afterward*, *upward*, *backward* the suffix is joined; in other words, it is disjoined.

231. KEY TO ANALOGICAL WORD-ENDINGS

1. article, practical, physical, musical, medical, technical.

2. politic, political, politically, critic, critical, critically.

3. personality, locality, formality, facility, utility.

4. formulate, formulation, speculate, speculation, regulate, regulation.

5. possibility, ability, sensibility, nobility, reliability, adaptability, visibility.

6. capacity, simplicity, ferocity, tenacity, scarcity, sagacity, electricity.

7. psychology, apology, analogy, physiology, theology, zoölogy, genealogy, mineralogy.

8. authority, majority, prosperity, security, sincerity, popularity, minority.

9. classification, specification, modification, notification, qualification, justification.

10. phonograph, photography, geography lithography, stenography, typography, typographic.

11. telegraph, telegraphy, telegrapher, telegraphic, calligraphy.

12. telegram, cablegram, radiogram, pilgrim, program.

13. forward, afterward, upward, backward, reward, boyhood, neighborhood, childhood.

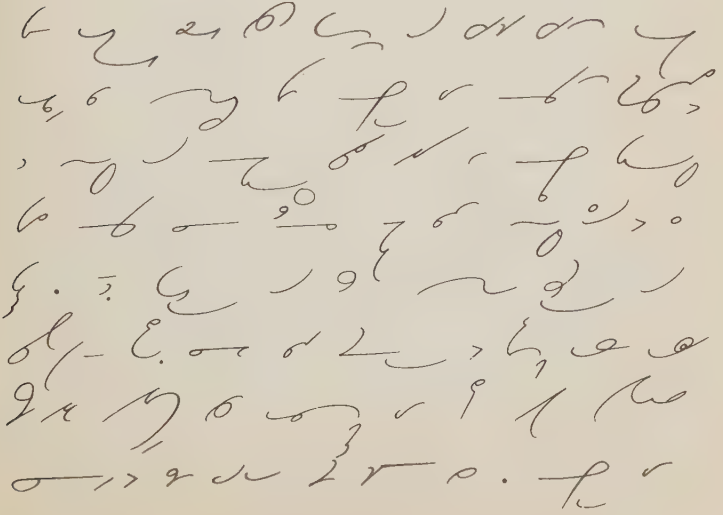
14. friendship, kinship, worship, courtship, hardship, township, partnership.

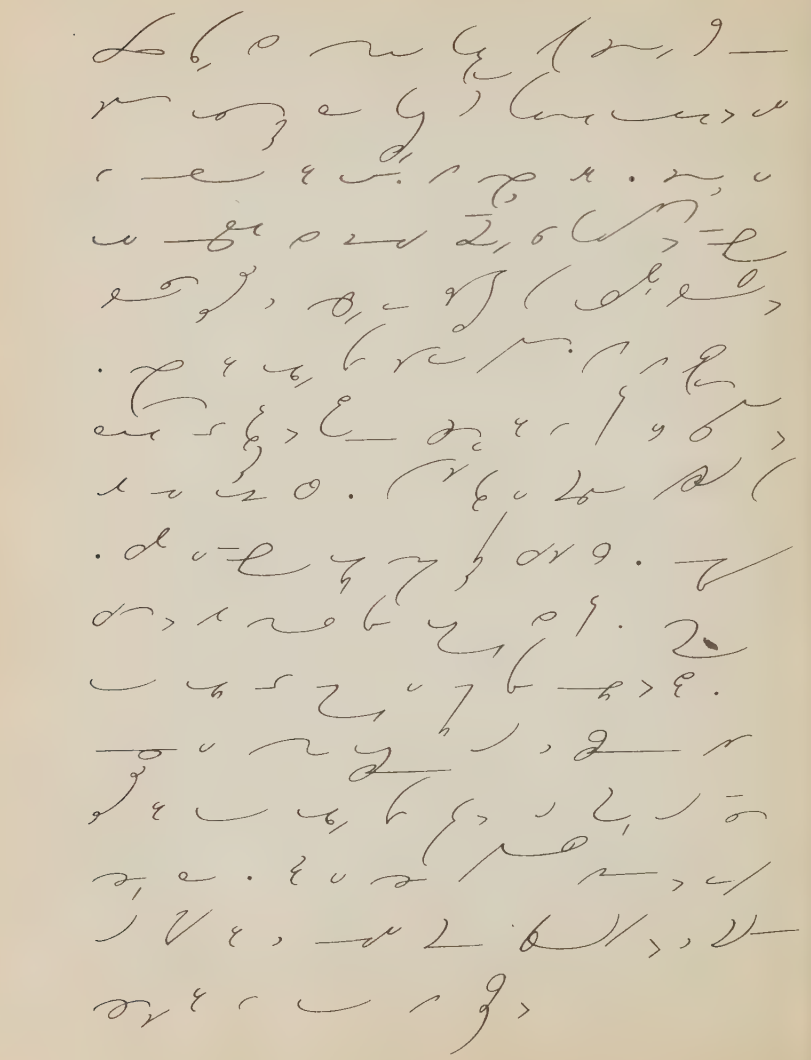
15. fundamental, ornamental, supplemental, experimental, temperamental.

16. calamity, extremity, serenity, divinity.

17. domestic, artistic, drastic, elastic, fantastic.

232. READING AND DICTATION PRACTICE





UNIT 33

INITIALS

233. As there is no context to initials, accuracy in writing them is of prime importance:

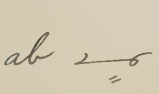
A
B
C
D
E
F
G

H
I
J
K
L
M
N

O
P
Q
R
S
T
U

V
W
X
Y
Z

234. Many writers prefer to write initials in longhand, and if this is done, a great saving in time may be effected by writing them in small letters and joining the letters, thus:

A. B. Smith 

C. D. Brown

E. F. Jones

INTERSECTION

235. The expedient known as intersection, or the writing of one character through another, is sometimes useful for special phrases. In applying this expedient the writer must rely very largely upon his own judgment. In his daily work as stenographer or reporter he may find some terms peculiar to the business in which he is engaged occurring so frequently that special forms may be adopted for them that will be brief and yet absolutely distinctive. Very often the writing of one character through another will meet the exigency. The following are useful examples:

A. D.

A. M.

P. M.

C. O. D.

price list

list price

vice versa

bank draft

order blank

Associated Press

Democratic party

Republican party

political party

Baltimore & Ohio (B. & O.)

New York Central

Michigan Central

Illinois Central

endowment policy

Grand Trunk

selling price

market price

Union Pacific

School Board

member banks

curb market

stock market

Great Britain

enclosed blank

General Manager

Assistant General Manager

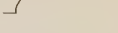
bills payable

bills receivable

profit and loss

Board of Trade

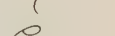
indemnity policy

Canadian Pacific 

Northern Pacific

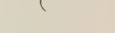
application blank

bond and mortgage

chairman of the board 

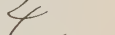
Federal Reserve Board

Board of Managers

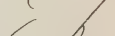
Board of Management 

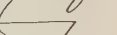
commercial paper

account current

chattel mortgage 

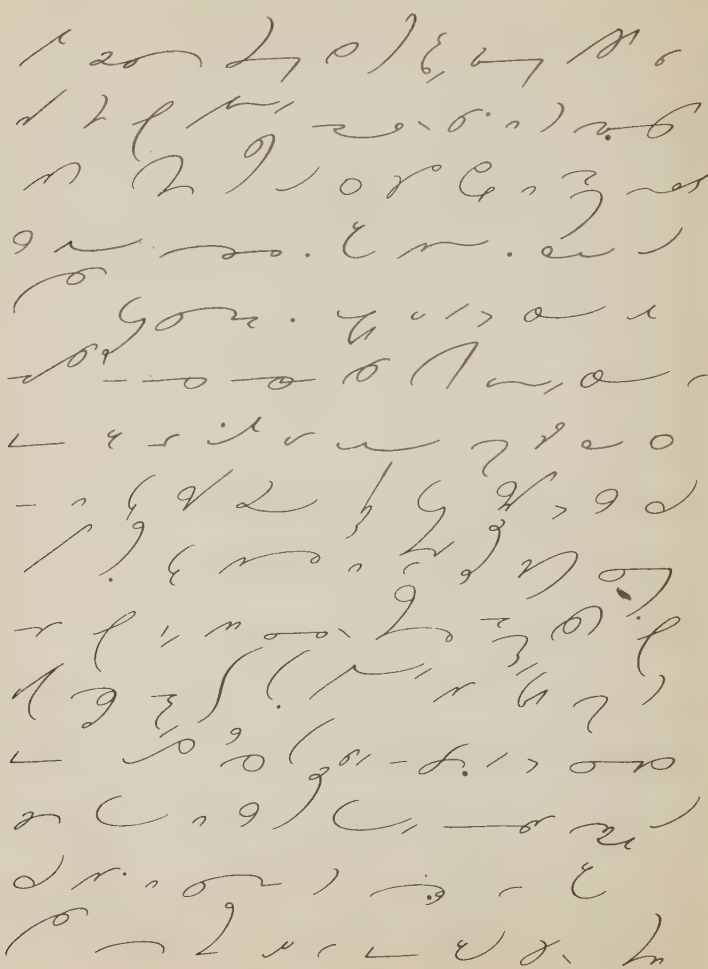
certificate of deposit

commercial draft 

Board of Education 

Chamber of Commerce

236. READING AND DICTATION PRACTICE



237. WRITING PRACTICE

1. It transpired that he did not aspire to the office himself but was conspiring to overthrow the incumbent.

2. Intensive study of the actual conditions of the conflict ought to make it possible to prevent the recurrence of this emergency.

3. Without a considerable body of experimental data it is impossible to formulate physiological rules with reliability.

4. In the extremity, the sublimity and nobility of his character were revealed with inspiring clarity.

5. The floods were a national calamity in which thousands were injured, to say nothing of the financial losses inflicted on all the people in that territory.

6. It will probably require the services of many stenographers to answer all the inquiries about the branches of this extensive business, and I myself shall take care of those of great urgency.

7. One of the finest things a teacher can do is to inspire the student to make proper use of his leisure time, to give some time to reflection and thought.

8. Nobility of thought, adaptability of ideas, and generosity of nature—these are the fundamental requisites for those who would have the real rewards of life.

9. His phraseology seems to call for an apology on his part; the other members of the partnership were not backward in sending him a notification to that effect.

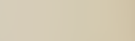
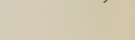
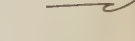
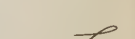
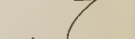
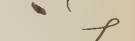
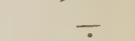
10. He employed all his great ability in writing an interesting article on the politics of this locality. As he wrote with authority, and had every justification for what he said, his article had a certain degree of popularity with the majority.

CHAPTER XII

UNIT 34

STATES AND TERRITORIES

238. The abbreviations used in the following list are those adopted by the Post Office Department:

Ala.		Hawaii		Minn.	
Alaska		Idaho		Miss.	
Ariz.		Ill.		Mo.	
Ark.		Ind.		Mont.	
Calif.		Iowa		Nebr.	
Colo.		Kans.		Nev.	
Conn.		Ky.		N. H.	
Del.		La.		N. J.	
D. C.		Maine		N. Mex.	
Fla.		Md.		N. Y.	
Ga.		Mass.		N. C.	
Guam		Mich.		N. Dak.	

Ohio		R. I.		Vt.	
Okla.		S. C.		Va.	
Oreg.		S. Dak.		Wash.	
Pa.		Tenn.		W. Va.	
P. I.		Tex.		Wis.	
P. R.		Utah		Wyo.	

PRINCIPAL CITIES OF THE UNITED STATES

239. The following names of cities are arranged in the order of their population:

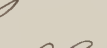
New York		Boston	
Chicago		Pittsburgh	
Philadelphia		San Francisco	
Los Angeles		Buffalo	
Detroit		Washington	
Cleveland		Milwaukee	
St. Louis		Newark	
Baltimore		Minneapolis	

New Orleans

Cincinnati

Kansas City

Seattle

Indianapolis 

St. Paul

Portland

Louisville

Jersey City

Rochester

Toledo

Columbus

Denver

Providence

Houston

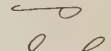
Oakland

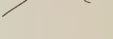
Atlanta

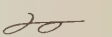
Akron

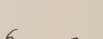
Birmingham

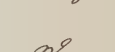
Omaha

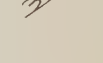
Dallas 

San Antonio 

Syracuse 

Worcester 

Richmond 

Memphis 

New Haven

Dayton

Norfolk

Youngstown

Hartford

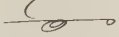
Ft. Worth

Tulsa

Grand Rapids

Oklahoma City

Bridgeport

Miami 

Long Beach

Des Moines

Springfield

Flint

Paterson

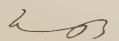
Scranton

Erie

Jacksonville

Nashville

Trenton

Salt Lake City 

Camden

Fall River

Wilmington

Cambridge

Yonkers

Albany

San Diego

New Bedford

Lowell

Reading

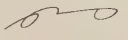
Duluth

Elizabeth

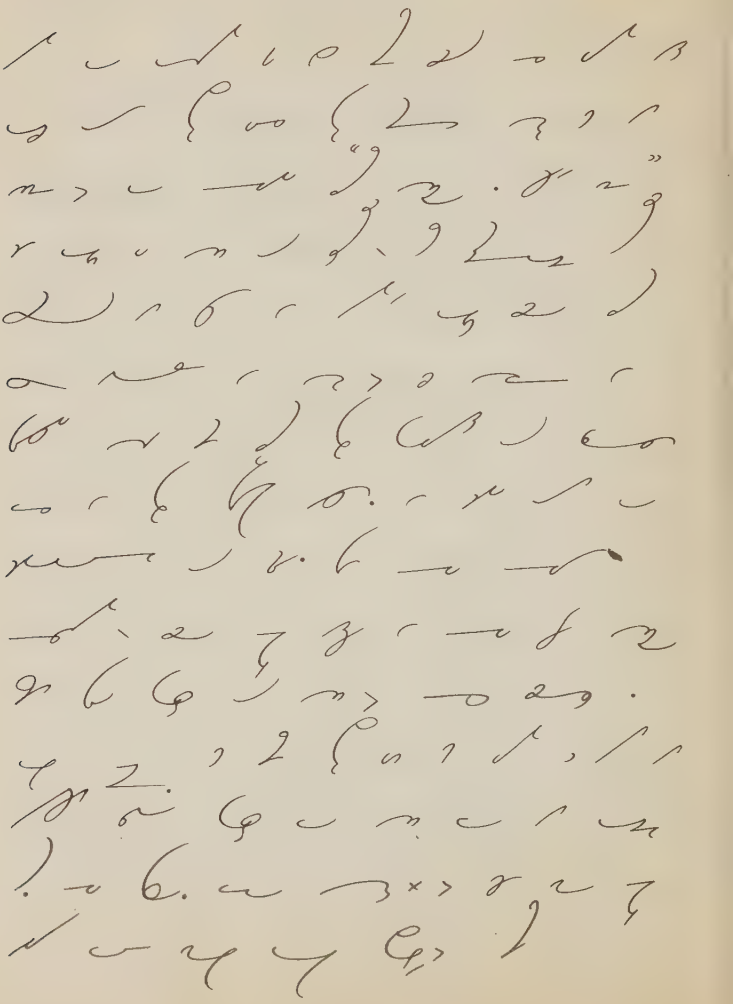
Canton

El Paso

Spokane

Tacoma 

240. READING AND DICTATION PRACTICE



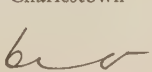
UNIT 35

NAME TERMINATIONS

241. The terminations *burg*, *ville*, *field*, *port* may generally be expressed by the first letter, joined or disjoined as convenient; *ford*, by *fd*; *ington*, by a disjoined *tn*; and *ingham*, by a disjoined *m*:

Harrisburg		Davenport	
Petersburg		Newport	
Fitchburg		Shreveport	
Newburgh		Oxford	
Danville		Rockford	
Zanesville		Milford	
Evansville		Kensington	
Knoxville		Arlington	
Pittsfield		Birmingham	
Plainfield		Nottingham	

NOTE: A distinction between *ton* and *town* is made as follows:

Johnston	Johnstown	Charleston	Charlestown
			

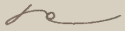
242. The names of cities and states often may be joined:

Buffalo, N. Y.

St. Paul, Minn.

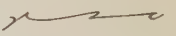
Boston, Mass.

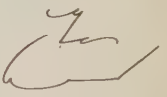
Detroit, Mich.

Chicago, Ill. 

Denver, Colo.

Omaha, Nebr.

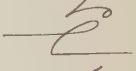
St. Louis, Mo. 

Rochester, N. Y. 

Baltimore, Md.

Memphis, Tenn.

Louisville, Ky.

Minneapolis, Minn. 

Washington, D. C.

"STATE OF" JOINED

243. When the words "State of" precede the name of a state, omit *of* and join the words, if convenient:

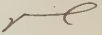
State of N. Y.

State of Nebr.

State of Ill.

State of N. J.

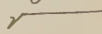
State of Miss.

State of Mass. 

State of Pa.

State of La.

State of Ga.

State of Minn. 

244. CANADIAN PROVINCES AND CITIES

(Including Newfoundland and Labrador)

Prince Edward Island

Nova Scotia

New Brunswick

Quebec

Ontario

Manitoba

Saskatchewan

Alberta

British Columbia

Yukon

N. W. Territories

Labrador

Newfoundland

Brantford

Calgary

Edmonton

Hamilton

London

Montreal

Ottawa

Peterboro

Regina

St. John

Saskatoon

Toronto

Vancouver

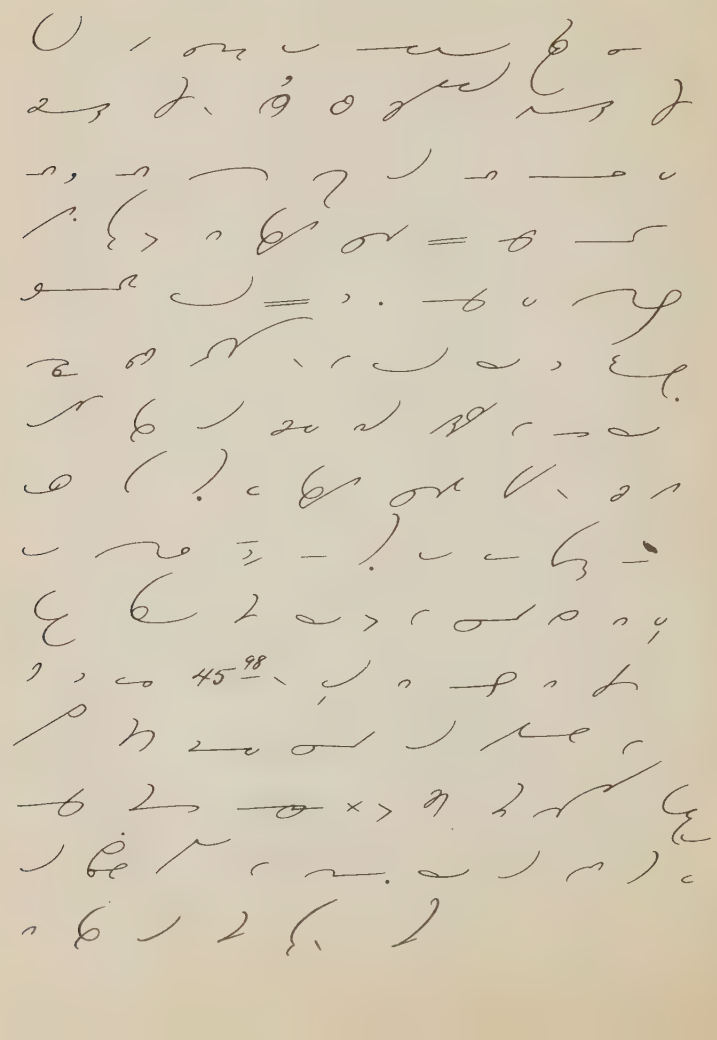
Victoria

Windsor

Winnipeg

Saint John's

245. READING AND DICTATION PRACTICE



UNIT 36

A SHORT VOCABULARY

246. This short vocabulary will be a valuable addition to the equipment of every shorthand writer. Though many of these words are not of high frequency, it will be seen at a glance that they are of sufficient importance to warrant study. Many of them are written according to the abbreviating principle:

A abstract

accommodation

accompany

administration

affidavit

afraid

American

application

approval

architect

argument

assist

Atlantic

attach

attorney

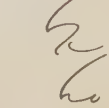
attract

authoritative

automobile

avoid

B bankrupt

bookkeeper 

bureau

C

Christmas

citizen

civil

clerk

commerce

commercial

compare

comparative

consequent, consequence

conclude

conclusion

congress

connect

conspicuous

constitution

conversation

corporation

coupon

crop

cultivate

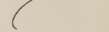
curious

D

deceive

default

defendant

democrat 

designate

disagreement

disappoint

discuss

distinct

distinguish

disturb

doctrine

E emphasize

energy

English

entitle

estate

exchange

execute

exercise

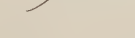
F familiar

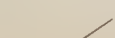
fault

fortune

freight

fulfill

G glorious 

God 

H headquarters

husband

I inasmuch

inaugurate

independent, independence

indispensable

institute

investigate

J junior

jury

L legislate

legislation

legislative

legislator

legislature

likewise

literary

literature

litigation

locate

luxury

M manufacture

merchant

messenger

misdemeanor

mortgage

N neglect

negligence

negligent

negotiate

novelty

O observe

obstruct

obvious

occupy, occupation

P Pacific

parcel

partial

passenger

patron

pattern

persecute

plaintiff

practical

practice

premium

probability

property

prosecute

publication

punctual

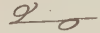
pupil

push

Q qualify

R remainder

resignation

S salesman 

scarce

secretary

signature

significant, significance

silence

specify

specific

society

subsequent

substitute

succeed

sympathy

T testimonial

testimony

text

U unavoidable

universal

V variety

verdict

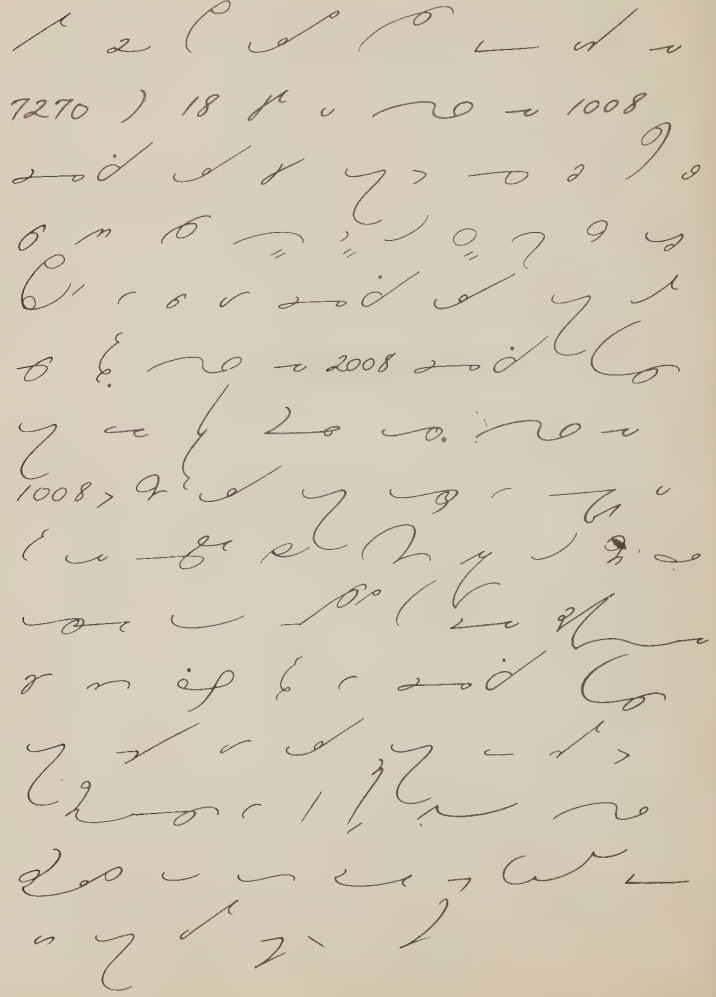
vote

W warehouse

wholesale

wife

247. READING AND DICTATION PRACTICE



248. WRITING PRACTICE

1. Of the 61 aircraft-production establishments reporting to the U. S. Department of Commerce in 1927, 15 were located in New York; 9 each in California and Michigan; 4 each in Illinois, Missouri, and Ohio; 3 each in New Jersey and Pennsylvania; 2 in Maryland and 1 each in Colorado, Connecticut, Iowa, Kansas, Nebraska, Virginia, Washington, and Wisconsin.

2. There were 4,134 civilian-owned aircraft, including balloons, airplanes, and airships. California led with more than 600; New York second with 387; Illinois, 350; Michigan, 291; Texas, 261; Ohio, 231; Missouri, 216; and Pennsylvania, 212.

3. Air mail is rapidly securing the business that always goes to the fastest method of transportation. Illustrative of the difference in transportation time between train and air-mail planes is the following schedule: New York to San Francisco, train 83 hours, air mail 31 hours; Chicago to New York, train 20 hours, air mail 9 hours; St. Paul to Dallas, train 37 hours, air mail 17 hours; Boston to Cleveland, train 16 hours, air mail 8 hours; Los Angeles to St. Louis, train 60 hours, air mail 26 hours.

4. The average rise and fall of tide at the important American seaports is as follows: Baltimore, 1 foot, 2 inches; Boston, 9 feet, 7 inches; Galveston, 1 foot;

New Orleans, none; New York, 4 feet, 5 inches; Philadelphia, 5 feet, 2 inches; San Francisco, 3 feet, 11 inches; and Washington, D. C., 2 feet, 11 inches.

5. The English lady was obliged to abandon her plan to celebrate Christmas on this side of the Atlantic with her son, who was a Junior at college.

6. It is obvious that failure to observe the terms of the mortgage constitutes a default in the agreement.

7. The well-nigh universal and wholesale use of the automobile has added greatly to the comfort and luxury of living.

8. The merchant notified his salesmen that all the goods stored in the warehouse were to be put on sale.

9. Three classes of employees were affected by the notice—secretaries, bookkeepers, and general clerks.

10. In consequence of the disagreement between the plaintiff and his attorney, the jury heard no testimony that day.

11. It was a distinct disappointment to the distinguished literary light not to be included on the program.

12. The messenger made a frantic effort to locate the parcel containing the testimonials regarding the texts.

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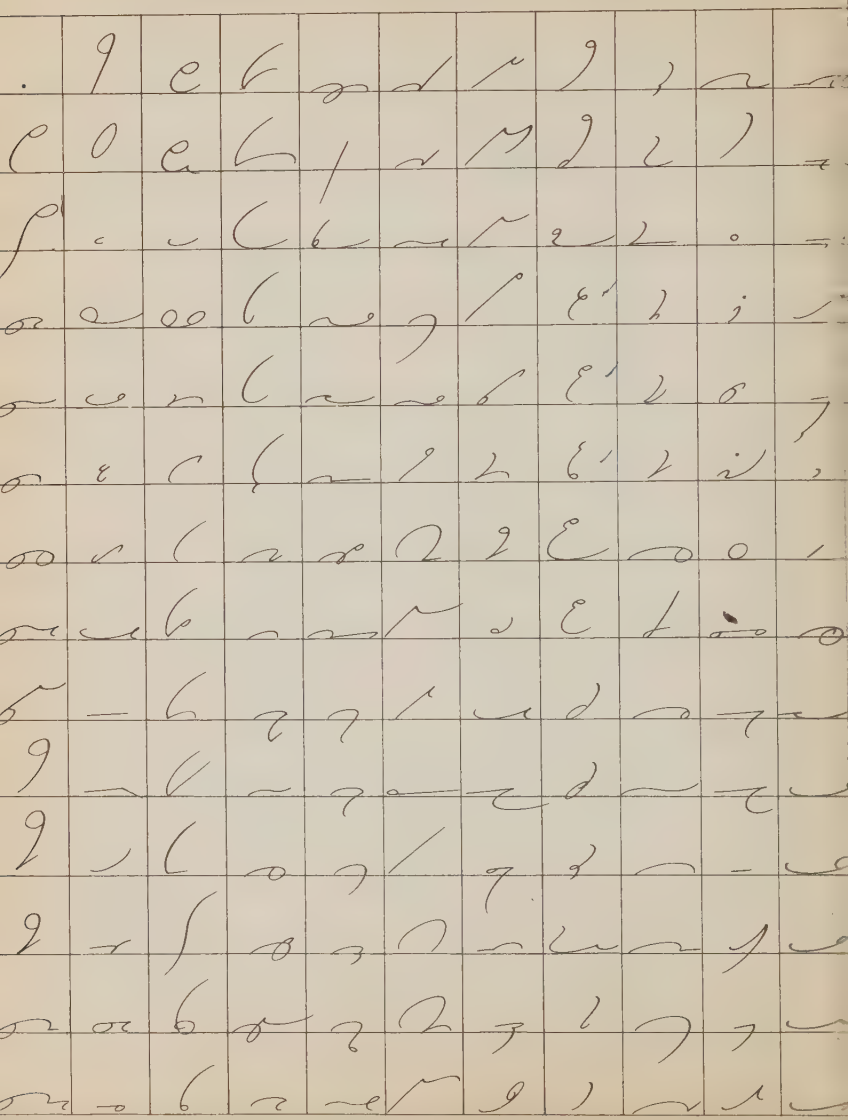

CHART OF MOST-USED PHRASES